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ABSTRACT

This publication consists of the main and mini reports for Missouri's Show-Me Standards and vocational education competencies for industrial education. This database documents the common ground between academic skills and vocational competencies. Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database. Both reports begin with terms and definitions, competency lists available, and table of contents to activities available in all areas. The main report then provides the cross reference to the show-me standards for the following: air conditioning, heating, and refrigeration; automotive technology; auto collision technology; building maintenance; cabinetmaking; carpentry; commercial art; cosmetology; culinary arts; diesel mechanic; drafting; electrical trades; electronics; graphic communication/printing; industrial maintenance; machine tool technology; plumbing; small engines; and welding. The duty band and task statement are correlated to knowledge and performance as well as academic skills: math, communication arts, science, social studies, health/physical education, and fine arts. All are identified by letters and/or numbers. Eighteen sample industrial education activities have these components: grade level, teaching time frame, rationale, unit description, learner outcomes correlated to frameworks (academic skills), activity name, description, materials or resources required, specific directions for organizing and conducting activity, assessment, and required materials. The mini report's cross-reference to show-me standards uses words

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in its correlation of duty bands and task statements to knowledge (content) and performance (goals). Duty bands, task statements, knowledge, and performance are presented in statement format. (YLB)

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ED 421 650

# Industrial Education
# Missouri's Show-Me Standards and Vocational Education Competencies
# Cross Reference
# Main Report
# Mini Report

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# Missouri's Show-Me Standards and Vocational Education Competencies

## Cross Reference

Main Report
September 1997

**INDUSTRIAL EDUCATION**

## *Foreword*

This database documents the common ground that has existed for years between academic skills and vocational competencies. It is intended to be ***"a model,"*** not *"the model,"* of how vocational and academic educators can work together to strengthen foundation skills needed by students in K-12 grades.

Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database, as have many Curriculum Frameworks statements.

Because most vocational program are taught in the 9-12th grade levels, suggested academic knowledge and performance skills (Curriculum Frameworks) for **grades 9-12** have been used for this pilot project The only exception is the Exploratory Family and Consumer Sciences course, which is taught in middle and junior high grades, and is therefore, cross-referenced to grades 5-8 Curriculum Frameworks.

Sample activities have been developed for most competency lists, also. The writers of these activities used the crosswalk information to develop actual, "real world" classroom activities that teach/reinforce academic *and* vocational concepts.

This project is intended to provide a starting point for school districts working on integrating academic and vocational skills, so customization of the crosswalk is highly encouraged. Both printed and electronic versions of the information are available from the Instructional Materials Laboratory. (See previous page for address and ordering information.) Initial data entry has been done in Microsoft *Access 2.0.*

## *Credits*

This project, which was called "Vocational 21st Century Curriculum" during the development stage, has taken the dedication of many individuals to bring it this far. Without the following individual contributors, this work could not have been accomplished.

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Roger Day, (IE) Welding
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Ken Garthe, (IE) Electronics
Vicki Garton, (FACS) Clothing & Textiles, Intermediate & Advanced
Michael George, (IE) Plumbing
Sara Gibb, (FACS) Child Development, Care & Guidance
Tim Gill, (IE) Welding
Jim Graham, (AG) Ag Management; Forest Mgmt.; Agribusiness
Nola 'Pinky' Gum, (FACS) Housing, Home Furnishings and Equipment
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Harold Harden, (IE) Auto Collision Technology
Phyllis Hastings, (FACS) Family Living and Parenthood
Diana Henry, (FAGS) Industrial Sewing; Custom Sewing; Fashion Merchandising; Clothing & Textiles, Intermediate & Advanced
Raymond Herschleb, (IE) Masonry
Jonathan Hoer, (AG) Ag Science II
Gay Holman, (BE) Business Management; Accounting I and II
Terri Jungers, (BE) Computer Business Applications
Pat LaDuke, (FACS) Family and Individual Health
Sally Lillard, (BE) Business Economics
Mila Lowry, (BE) Business Management; Keyboarding and Keyboarding Applications
Pat McKee, (IE) Electrical Trades
Bob McNary, (AG) Ag. Marketing, Ag. Construction
Jack Miller, (IE) Machine Tool Technology
Milton Moore, (IE) Drafting
Stanley Moore, (IE) Building Trades
Barbara Mountjoy, (IE-HO) Health Care Assistant
Neil Preston, (IE) Electronics
Calvin Pyle, (AG) Ag Management
Tyne Rabourn, (BE) Business and Personal Law
Donna Robart, (BE) Business Communications
Mary Kay Robinson, (FACS) Custom Sewing; Industrial Sewing; Fashion Merchandising
Paul Santaularia, (IE) Culinary Arts
Sam Schulte, (IE) Auto Collision Technology
Amy Schupp, (BE) Mathematics in Business
James Scott, (IE) Commercial Art
Pat See, (IE) Cosmetology
Linda Siess, (IE) Cosmetology
Garry Sloan, (IE) Building Maintenance
Brenda Smith, (FACS) Family/Consumer Resource Management
Mike Smith, (IE) Auto Collision Technology
Teresa Stark, (IE) Culinary Arts
Marie Toms, (BE) Business Technology
Carolyn Vargas, (BE) Introduction to Business
Peggy White, Communication Arts
Dean Whitlow, (IE) Industrial Maintenance
Gay Wieland, (FACS) Family and Consumer Sciences; Exploratory FACS
Del Winston, (IE) AC/Heating & Refrigeration
Rick Witt, (ME) Marketing Education

**Key to codes:**
AG = Agriculture Education, BE = Business Education, FACS = Family and Consumer Science Education, ME = Marketing Education, IE = Industrial Education, IE-HO = Health Occupations

## *Terms and Definitions*

Like any other project, this one has its own language. Here's an explanation of the basic terms:

**Framework:** A state document that articulates benchmark statements for all grade ranges in six disciplines: communication arts, fine arts (comprised of dance, music, theatre and visual arts), health education/physical education, mathematics, science and social studies. Some disciplines address content statements (*to know*), others process statements (*to do*) and some do both. By examining the three-column landscape layout of each discipline, you can tell if there is a direct correlation between a *to know* and a *to do* statement (e.g., communication arts). The benchmark lists *to know* statements in the far left column, *to do* statements in the middle and offers sample activities in the far right column.

**Outstanding Schools Act:** This is the law that announced Missouri's Show-Me Standards and set the process in motion for creating the framework. The Act promotes higher standards in students' knowledge and performance.

**Show-Me Standards:** The Standards define what all Missouri students should know and be able to do upon graduation. It is divided into four performance goals and six knowledge standards. Because these Standards (73 total) have the force of law, all school districts must incorporate them into their curriculum.

**Strand:** Strands are general statements, written in Roman numerals, that organize each discipline within the framework (e.g., Problem Solving, Communication, Reasoning, Connections, etc.)

## *Competency List* (August 5, 1997)

**Agricultural Education**

| | |
|---|---|
| 1. | Adv. Crop Production |
| # | Adv. Livestock Production |
| # | Agribusiness |
| 2. | Agricultural Construction |
| 3. | Agricultural Machinery |
| 4. | Agricultural Management and Economics |
| 5. | Agricultural Marketing |
| 6. | Agricultural Power I |
| 7. | Agricultural Power II |
| 8. | Agricultural Science I |
| 9. | Agricultural Science I Supplement |
| 10. | Agricultural Science II |
| 11. | Agricultural Structures I |
| 12. | Agricultural Structures II |
| 13. | Animal Science |
| 14. | Fish and Wildlife Mgmt. |
| 15. | Floristry |
| 16. | Forest Mgmt. |
| 17. | Food Science and Technology |
| 18. | Greenhouse Operation and Mgmt. |
| 19. | Horticulture |
| 20. | Landscaping and Turf Mgmt. |
| • | Leadership I and II |
| • | Leadership and Personal Development for Advanced Students |
| 21. | Processing and Marketing Forest Products |
| • | SAE (Supervised Agri. Experience) Program |

**Business Education**

| | |
|---|---|
| 22. | Accounting I |
| 23. | Accounting II |
| 24. | Business and Personal Law |
| 25. | Business Communications |
| 26. | Business Economics |
| 27. | Business Management |
| 28. | Business Technology |
| 29. | Computer Business Applications |
| ★ | Computer Programming |
| 30. | International Business |
| 31. | Introduction to Business |
| 32. | Keyboarding and Keyboard Applications |
| 33. | Mathematics in Business |

**Family and Consumer Sciences Education**

| | |
|---|---|
| 34. | Child Care Provider/Assistant |
| 35. | Child Development, Care and Guidance |
| 36. | Clothing and Textiles, Intermediate |
| 37. | Clothing and Textiles, Advanced |
| 38. | Contemporary Living |
| 39. | Core Employment Skills |
| 40. | Custom Sewing |
| 41. | Exploratory FACS |
| • | FACS Leadership, Change, Careers |
| 42. | Family and Consumer Sciences |
| 43. | Family/Consumer Resource Management |
| 44. | Family/Individual Health |
| 45. | Family Living and Parenthood |
| 46. | Fashion/Fabric Consultant |
| ★ | Food and Nutrition - Interm. and Adv. |
| 47. | Food Service Worker |
| ★ | Home Ec I and II |
| ★ | Home Management |
| 48. | Housing, Home Furnishings and Equipment |
| 49. | Industrial Sewing |
| 50. | Nutrition and Wellness |

**Industrial Education**

| | |
|---|---|
| 51. | AC, Heating and Refrigeration |
| 52. | Auto Technology |
| 53. | Auto Collision Technology |
| 54. | Building Maintenance |
| 55. | Cabinetmaking |
| 56. | Carpentry |
| 57. | Commercial Art |
| 58. | Cosmetology |
| 59. | Culinary Arts |
| 60. | Diesel Mechanic |
| 61. | Drafting |
| 62. | Electrical Trades |
| 63. | Electronics |
| 64. | Graphic Communications/Printing |
| 65. | Industrial Maintenance |
| • | Leadership (VICA) |
| 66. | Machine Tool Technology |
| 67. | Masonry |
| 68. | Plumbing |
| 69. | Small Engines |
| 70. | Welding |

**Health Occupations**

| | |
|---|---|
| # | Administrative Med. Asst. |
| 71. | Dental Aide |
| 72. | Health Care Assistant (core competencies) |
| 73. | Nurse Assistant/Aide |
| # | Pharmacy Aide |
| # | Physical Therapist Aide |
| # | Practical Nursing |

**Marketing Education**

| | |
|---|---|
| # | Cooperative Vocational Education |
| # | Entrepreneurship |
| # | Free Enterprise Economics |
| 74. | Marketing Education |
| # | Supervisory Management |

★ = Obsolete

# = By design, not included in crosswalk/database project

• = "Across-the-board" competencies

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| Activity Title | Competency Profile(s) | Author(s) | Page |
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| BUSINESS/MARKETING EDUCATION | | | |
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| Activity Title | Competency Profile(s) | Author(s) | Page |
|---|---|---|---|
| Developing Consumer Information Skills | Contemporary Living (1995) | Pat Garrett | FACS-8 |
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| Activity Title | Competency Profile(s) | Author(s) | Page |
|---|---|---|---|
| Professionalism | Culinary Arts (1989) | Teresa Stark and Paul Santaularia | IE-18 |
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| Preparing Customer Layouts — Production Art | Graphic Communications/Printing (1997) | Ken Conaway and Jim Scott | IE-30 |
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| Everyone's Home | Masonry (1989) | Ray Herschleb | IE-34 |
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| Print Reading | Welding (1996) | Roger Day | IE-46 |
| MARKETING EDUCATION | | | |
| Marketing Concepts | Marketing Education (1996) | Jane Brown | ME-1 |

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* = Core competencies (essential for the first day on the job). The numbers in brackets (e.g., A01) reflect the IDs used in computerized tracking software. Numbers in parentheses at the end of each competency apply to national skill standards by V-TECS. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Air Conditioning, Heating & Refrigeration*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 01.1 | CA.3<br>HP.7 | 1.3 | | | | | | |
| 01.2 | CA.3<br>HP.7 | 3.1 | | | | | | |
| 01.3 | CA.3 | 4.7 | | | | | | |
| 01.4 | HP.7 | 3.1<br>4.7 | | | | | HP / III.B / 9-12 / 3 / a<br>HP / III.B / 9-12 / 5 / a | |
| 01.5 | CA.3<br>CA.5<br>SC.1<br>SC.4<br>SC.8 | 1.3<br>1.6<br>2.3<br>3.1<br>3.2<br>3.5<br>4.1<br>4.7 | | CA / III.. / 9-12 / 1 / * | SC / VI.A / 9-12 / 2 / a<br>SC / VI.A / 9-12 / 3 / a<br>SC / VI.B / 9-12 / 3 / a<br>SC / VI.B / 9-12 / 4 / a<br>SC / VIII.A / 9-12 / 3 / a<br>SC / VIII.A / 9-12 / 3 / b<br>SC / VIII.B / 9-12 / 1 / a | SS / III.E / 9-12 / 3 / *<br>SS / III.E / 9-12 / 5 / *<br>SS / IV.B / 9-12 / 3 / d<br>SS / IV.B / 9-12 / 3 / f<br>SS / IV.D / 9-12 / 3 / g<br>SS / IV.E / 9-12 / 1 / b<br>SS / IV.E / 9-12 / 2 / c<br>SS / IV.E / 9-12 / 2 / d | HP / III.D / 9-12 / 1 / a<br>HP / III.D / 9-12 / 2 / a | |
| 01.6 | CA.3<br>SC.1<br>SC.4<br>SC.8 | 1.3<br>1.10<br>4.7 | | | SC / IV.B / 9-12 / 1 / a | | | |
| 01.7 | CA.3<br>SC.2 | 1.8<br>1.10<br>3.1<br>3.2<br>3.3<br>3.5 | | CA / III.. / 9-12 / 1 / * | SC / III.C / 9-12 / 1 / a<br>SC / III.C / 9-12 / 2 / a<br>SC / III.C / 9-12 / 3 / a | | | |
| 01.8 | CA.3<br>CA.5<br>CA.6<br>HP.6<br>SC.4 | 1.4<br>1.5<br>3.5<br>4.7 | | CA / III.. / 9-12 / 4 / *<br>CA / IV.. / 9-12 / 1 / e | SC / VI.B / 9-12 / 1 / a<br>SC / VIII.A / 9-12 / 3 / a<br>SC / VIII.A / 9-12 / 3 / b<br>SC / VIII.B / 9-12 / 1 / a | | HP / I.A / 9-12 / 3 / * | |
| 01.9 | CA.5 | 1.10 | | CA / I.. / 9-12 / 6 / a | SC / VI.A / 9-12 / 2 / a | SS / III.E / 9-12 / 3 / e | HP / V.A / 9-12 / 5 / a | |

KEY: * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1997

# *Air Conditioning, Heating & Refrigeration*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | 4.7 | | CA / IV.. / 9-12 / 1 / a | SC / VI.A / 9-12 / 3 / a | SS / IV.B / 9-12 / 3 / * | | |
| | SC.1 | | | CA / IV.. / 9-12 / 1 / b | SC / VI.B / 9-12 / 1 / a | SS / IV.D / 9-12 / 3 / e | | |
| | SC.4 | | | CA / IV.. / 9-12 / 1 / e | SC / VI.B / 9-12 / 3 / a | SS / IV.D / 9-12 / 3 / h | | |
| | | | | | | SS / IV.E / 9-12 / 1 / m | | |
| | | | | | | SS / IV.E / 9-12 / 4 / a | | |
| 01.10 | HP.5 | 4.7 | | CA / III.. / 9-12 / 1 / a | | | HP / III.B / 9-12 / 3 / a | |
| | HP.7 | | | | | | HP / III.B / 9-12 / 3 / b | |
| | | | | | | | HP / III.B / 9-12 / 5 / a | |
| | | | | | | | HP / IV.D / 9-12 / 2 / a | |
| 02.1 | CA.3 | 1.2 | MA / IV.. / 9-12 / 2 / c | CA / I.. / 9-12 / 1 / b | SC / II.B / 9-12 / 2 / a | SS / II.B / 9-12 / 2 / c | HP / II.B / 9-12 / 4 / a | |
| | CA.6 | 1.3 | MA / IV.. / 9-12 / 3 / d | CA / III.. / 9-12 / 1 / a | SC / III.B / 9-12 / 2 / a | SS / II.B / 9-12 / 2 / e | HP / III.D / 9-12 / 1 / a | |
| | HP.3 | 1.6 | | CA / III.. / 9-12 / 1 / b | SC / III.C / 9-12 / 1 / a | SS / II.C / 9-12 / 3 / c | HP / III.D / 9-12 / 1 / b | |
| | MA.1 | 1.8 | | CA / III.. / 9-12 / 1 / c | SC / III.C / 9-12 / 2 / a | SS / III.C / 9-12 / 1 / c | | |
| | SC.1 | 1.10 | | CA / III.. / 9-12 / 1 / f | SC / III.C / 9-12 / 3 / a | SS / III.C / 9-12 / 1 / d | | |
| | SS.4 | 2.1 | | CA / IV.. / 9-12 / 1 / c | SC / VI.B / 9-12 / 4 / a | SS / III.C / 9-12 / 1 / n | | |
| | | 3.5 | | CA / IV.. / 9-12 / 1 / e | | | | |
| | | 4.7 | | | | | | |
| 02.2 | CA.3 | 1.8 | MA / I.. / 9-12 / 4 / d | CA / III.. / 9-12 / 1 / h | SC / III.B / 9-12 / 2 / a | | | |
| | CA.6 | 1.10 | MA / IV.. / 9-12 / 2 / c | | SC / III.C / 9-12 / 1 / a | | | |
| | SC.1 | 2.1 | MA / IV.. / 9-12 / 3 / d | | SC / III.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | SC / III.C / 9-12 / 3 / a | | | |
| 02.3 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 2 / a | SS / III.C / 9-12 / 1 / c | | |
| | CA.6 | 1.8 | | CA / III.. / 9-12 / 4 / * | | SS / III.D / 9-12 / 1 / b | | |
| | SC.1 | 1.10 | | | | | | |
| 02.4 | CA.3 | 4.1 | MA / VII.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 4 / a | | | |
| | CA.6 | | | | | | | |
| | SC.1 | | | | | | | |
| | SC.7 | | | | | | | |
| 02.5 | CA.3 | 1.10 | | CA / I.. / 9-12 / 3 / f | | | | |
| | | | | CA / III.. / 9-12 / 2 / * | | | | |
| 02.6 | CA.3 | 1.10 | | CA / III.. / 9-12 / 2 / * | SC / I.A / 9-12 / 4 / a | | | |
| 02.7 | CA.3 | 1.3 | MA / I.. / 9-12 / 3 / * | CA / III.. / 9-12 / 2 / * | SC / VIII.A / 9-12 / 3 / a | | HP / III.D / 9-12 / 1 / a | |
| | CA.5 | 2.3 | | | SC / VIII.A / 9-12 / 3 / a | | HP / III.D / 9-12 / 1 / b | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Air Conditioning, Heating & Refrigeration*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.1 | | | SC / VIII.B / 9-12 / 1 / a | | HP / III.D / 9-12 / 2 / a | |
| | SC.4 | 3.2 | | | | | | |
| | SC.8 | 3.5 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| 02.8 | CA.3 | | MA / IV.. / 9-12 / 2 / c | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.1 | | MA / IV.. / 9-12 / 3 / d | CA / III.. / 9-12 / 1 / b | | | | |
| | MA.6 | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / f | | | | |
| | | | | CA / III.. / 9-12 / 1 / h | | | | |
| | | | | CA / III.. / 9-12 / 2 / * | | | | |
| 02.9 | CA.3 | 1.5 | | CA / III.. / 9-12 / 1 / a | | | | |
| | CA.7 | 1.10 | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / f | | | | |
| | | | | CA / III.. / 9-12 / 1 / h | | | | |
| | | | | CA / III.. / 9-12 / 2 / * | | | | |
| 03.1 | CA.3 | 1.10 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | | MA / I.. / 9-12 / 4 / d | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.5 | | MA / IV.. / 9-12 / 2 / * | CA / III.. / 9-12 / 2 / * | | | | |
| 03.2 | CA.3 | 1.10 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.2 | | MA / I.. / 9-12 / 4 / d | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.5 | | MA / IV.. / 9-12 / 2 / * | CA / III.. / 9-12 / 2 / * | | | | |
| 03.3 | CA.3 | 1.10 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | | MA / I.. / 9-12 / 4 / d | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.5 | | MA / IV.. / 9-12 / 2 / * | CA / III.. / 9-12 / 2 / * | | | | |
| 03.4 | CA.3 | 1.10 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | | MA / I.. / 9-12 / 4 / d | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.5 | | MA / IV.. / 9-12 / 2 / * | CA / III.. / 9-12 / 2 / * | | | | |
| 03.5 | CA.3 | 1.10 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | | MA / I.. / 9-12 / 4 / d | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.5 | | MA / IV.. / 9-12 / 2 / * | CA / III.. / 9-12 / 2 / * | | | | |
| 04.1 | CA.3 | 1.10 | | CA / IV.. / 9-12 / 1 / e | SC / I.A / 9-12 / 1 / a | | HP / III.B / 9-12 / 3 / a | |

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Competency Profile Date: 1997

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 4.1 | | | SC / III.B / 9-12 / 4 / a | | HP / III.B / 9-12 / 3 / b | |
| | SC.2 | | | | SC / III.C / 9-12 / 1 / a | | HP / III.B / 9-12 / 5 / a | |
| | | | | | SC / IV.B / 9-12 / 3 / a | | | |
| 04.2 | CA.3 | 1.5 | MA / I.. / 9-12 / 1 / c | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 1 / a | | | |
| | MA.1 | 1.10 | MA / I.. / 9-12 / 4 / c | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.3 | 3.5 | MA / III.. / 9-12 / 2 / b | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.1 | 4.1 | MA / III.. / 9-12 / 2 / c | | | | | |
| | SC.2 | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / b | | | | | |
| 04.3 | CA.3 | 1.2 | MA / I.. / 9-12 / 1 / c | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 1 / a | | | |
| | HP.7 | 1.5 | MA / I.. / 9-12 / 4 / c | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 1.6 | MA / III.. / 9-12 / 2 / b | | SC / IV.B / 9-12 / 1 / a | | | |
| | MA.3 | 1.10 | MA / III.. / 9-12 / 2 / c | | SC / IV.B / 9-12 / 2 / a | | | |
| | MA.4 | 3.5 | MA / IV.. / 9-12 / 2 / c | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.1 | 4.1 | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | SC.2 | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | SC.7 | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| 04.4 | CA.3 | 1.3 | MA / I.. / 9-12 / 1 / a | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.3 | MA / I.. / 9-12 / 4 / c | | | | | |
| | MA.6 | 3.2 | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | SC.3 | 3.3 | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / b | | | | | |
| 04.5 | CA.3 | 1.1 | MA / I.. / 9-12 / 1 / a | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 4 / a | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.6 | 3.3 | MA / V.. / 9-12 / 4 / a | | | | | |
| | SC.1 | 4.6 | MA / VII.. / 9-12 / 5 / a | | | | | |
| | SC.2 | | | | | | | |
| 04.6 | CA.3 | 1.1 | MA / I.. / 9-12 / 1 / a | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
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Competency Profile Date: 1997

# *Air Conditioning, Heating & Refrigeration*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 3.2 | MA / II.. / 9-12 / 4 / a | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.6 | 3.3 | MA / V.. / 9-12 / 4 / a | | | | | |
| | SC.1 | 4.6 | MA / VII.. / 9-12 / 5 / a | | | | | |
| | SC.2 | | | | | | | |
| 04.7 | CA.3 | 1.1 | MA / I.. / 9-12 / 1 / a | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 4 / a | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.6 | 3.3 | MA / V.. / 9-12 / 4 / a | | | | | |
| | SC.1 | 4.6 | MA / VII.. / 9-12 / 5 / a | | | | | |
| | SC.2 | | | | | | | |
| 05.1 | CA.3 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |
| | CA.5 | 1.10 | MA / VII.. / 9-12 / 5 / a | | SC / IV.B / 9-12 / 3 / a | | | |
| | CA.6 | 3.8 | | | | | | |
| | MA.5 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| 05.2 | CA.1 | 1.4 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |
| | CA.3 | 1.8 | MA / X.. / 9-12 / 4 / a | | | | | |
| | MA.1 | 1.10 | MA / X.. / 9-12 / 4 / b | | | | | |
| | SC.3 | 4.7 | | | | | | |
| 05.3 | CA.3 | 1.5 | | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 1 / a | | | |
| | SC.1 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | SC.2 | 3.2 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | | | | | SC / IV.C / 9-12 / 1 / a | | | |
| | | | | | SC / IV.C / 9-12 / 2 / a | | | |
| 05.4 | CA.3 | 1.5 | MA / I.. / 9-12 / 3 / b | CA / III.. / 9-12 / 2 / c | SC / IV.B / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | MA / III.. / 9-12 / 2 / c | | | | | |
| | MA.2 | 4.7 | MA / III.. / 9-12 / 3 / d | | | | | |
| | SC.4 | | | | | | | |
| 05.5 | CA.3 | 1.5 | MA / I.. / 9-12 / 4 / d | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 2 / a | | | |
| | MA.1 | 4.7 | MA / V.. / 9-12 / 2 / ' | | | | | |
| | SC.1 | | MA / V.. / 9-12 / 3 / ' | | | | | |
| | SC.2 | | | | | | | |
| 05.6 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | |

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Competency Profile Date: 1997

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 1.9 | | CA / I.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 2 / c | | | | |
| 05.7 | CA.3 | 1.5 | | CA / III.. / 9-12 / 2 / c | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.10 | | CA / IV.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |
| | SC.1 | 3.4 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.2 | | | | | | | |
| 06.1 | CA.3 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 1.10 | MA / X.. / 9-12 / 4 / b | | SC / III.C / 9-12 / 1 / a | | | |
| | SC.1 | 3.3 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.2 | 4.7 | | | | | | |
| 06.2 | CA.3 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |
| | MA.3 | 1.10 | MA / X.. / 9-12 / 4 / b | | SC / III.C / 9-12 / 1 / a | | | |
| | SC.1 | 3.3 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.2 | 4.7 | | | | | | |
| 06.3 | CA.3 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |
| | MA.3 | 1.10 | MA / X.. / 9-12 / 4 / b | | SC / III.C / 9-12 / 1 / a | | | |
| | SC.1 | 3.3 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.2 | 4.7 | | | | | | |
| 06.4 | CA.3 | 1.5 | | CA / III.. / 9-12 / 2 / c | SC / III.C / 9-12 / 1 / a | | | |
| | CA.5 | 1.10 | | CA / III.. / 9-12 / 4 / ' | SC / IV.B / 9-12 / 3 / a | | | |
| | CA.6 | 4.7 | | | | | | |
| 06.5 | | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 1 / a | | | |
| | | 1.6 | MA / X.. / 9-12 / 4 / c | | SC / III.C / 9-12 / 1 / a | | | |
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 2.1 | | | | | | |
| 06.6 | CA.3 | 1.5 | | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |
| | MA.3 | 1.10 | | | SC / III.C / 9-12 / 1 / a | | | |
| | SC.1 | 3.3 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.2 | 4.7 | | | | | | |
| 06.7 | CA.3 | | | CA / III.. / 9-12 / 2 / c | | | | |
| 07.1 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / ' | | | | |
| | CA.5 | 1.10 | | CA / III.. / 9-12 / 2 / c | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | 3.8 | | CA / IV.. / 9-12 / 1 / * | | | | |
| 07.2 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / * | | | | |
| | CA.5 | 1.10 | | CA / III.. / 9-12 / 2 / c | | | | |
| | CA.6 | 3.8 | | CA / IV.. / 9-12 / 1 / * | | | | |
| 07.3 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / * | | | | |
| | CA.5 | 1.10 | | CA / III.. / 9-12 / 2 / c | | | | |
| | CA.6 | 3.8 | | CA / IV.. / 9-12 / 1 / * | | | | |
| 07.4 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / * | | | | |
| | CA.5 | 1.10 | | CA / III.. / 9-12 / 2 / c | | | | |
| | CA.6 | 3.8 | | CA / IV.. / 9-12 / 1 / * | | | | |
| 07.5 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / * | | | | |
| | CA.5 | 1.10 | | CA / III.. / 9-12 / 2 / c | | | | |
| | CA.6 | 3.8 | | CA / IV.. / 9-12 / 1 / * | | | | |
| 07.6 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / * | | | | |
| | CA.5 | 1.10 | | CA / III.. / 9-12 / 2 / c | | | | |
| | CA.6 | 3.8 | | CA / IV.. / 9-12 / 1 / * | | | | |
| 07.7 | CA.1 | 1.5 | MA / VII.. / 9-12 / 2 / * | CA / III.. / 9-12 / 4 / * | SC / III.B / 9-12 / 2 / a | | HP / III.D / 9-12 / 1 / a | |
| | CA.3 | 1.10 | MA / X.. / 9-12 / 4 / b | | SC / III.B / 9-12 / 4 / a | | HP / III.D / 9-12 / 1 / b | |
| | HP.3 | 2.5 | | | SC / III.B / 9-12 / 4 / a | | HP / III.D / 9-12 / 2 / a | |
| | SC.1 | | | | SC / III.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.8 | | | | SC / III.C / 9-12 / 4 / a | | | |
| 07.8 | CA.1 | 1.5 | MA / VII.. / 9-12 / 2 / * | CA / III.. / 9-12 / 4 / * | SC / III.B / 9-12 / 2 / a | | HP / III.D / 9-12 / 1 / a | |
| | CA.3 | 1.10 | MA / X.. / 9-12 / 4 / a | | SC / III.B / 9-12 / 4 / a | | HP / III.D / 9-12 / 1 / b | |
| | HP.3 | 3.5 | MA / X.. / 9-12 / 4 / b | | SC / III.B / 9-12 / 4 / a | | HP / III.D / 9-12 / 2 / a | |
| | SC.1 | | | | SC / III.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.8 | | | | SC / IV.B / 9-12 / 3 / a | | | |
| 07.9 | CA.3 | 1.3 | MA / IV.. / 9-12 / 2 / * | CA / III.. / 9-12 / 2 / c | SC / IV.A / 9-12 / 1 / a | | | |
| | MA.2 | 1.10 | MA / V.. / 9-12 / 3 / a | | | | | |
| | MA.5 | 3.5 | MA / V.. / 9-12 / 3 / b | | | | | |
| | MA.6 | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | SC.2 | | MA / VII.. / 9-12 / 5 / b | | | | | |

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# *Air Conditioning, Heating & Refrigeration*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 07.10 | CA.3 | 1.3 | | CA / III.. / 9-12 / 2 / c | | | | |
| | SC.3 | 1.10 | | | | | | |
| | SC.4 | 3.5 | | | | | | |
| 07.11 | CA.3 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / III.. / 9-12 / 2 / c | | | | |
| | | 3.4 | | | | | | |
| | | 4.6 | | | | | | |
| 08.1 | CA.4 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 4 / * | SC / I.A / 9-12 / 4 / a | | HP / III.D / 9-12 / 1 / a | |
| | HP.3 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / IV.. / 9-12 / 1 / e | SC / III.B / 9-12 / 2 / a | | HP / III.D / 9-12 / 1 / b | |
| | MA.5 | 3.8 | MA / VI.. / 9-12 / 1 / j | CA / IV.. / 9-12 / 1 / f | SC / III.B / 9-12 / 4 / a | | HP / III.D / 9-12 / 2 / a | |
| | MA.6 | | MA / VII.. / 9-12 / 5 / a | | SC / III.C / 9-12 / 2 / a | | HP / III.D / 9-12 / 2 / b | |
| | SC.1 | | MA / VII.. / 9-12 / 5 / h | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.4 | | MA / VII.. / 9-12 / 5 / j | | | | | |
| 08.2 | CA.4 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 4 / * | SC / I.A / 9-12 / 4 / a | | HP / III.D / 9-12 / 1 / a | |
| | HP.3 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / IV.. / 9-12 / 1 / e | SC / III.B / 9-12 / 2 / a | | HP / III.D / 9-12 / 1 / b | |
| | MA.5 | 3.8 | MA / VI.. / 9-12 / 1 / j | CA / IV.. / 9-12 / 1 / f | SC / III.B / 9-12 / 4 / a | | HP / III.D / 9-12 / 2 / a | |
| | MA.6 | | MA / VII.. / 9-12 / 5 / a | | SC / III.C / 9-12 / 2 / a | | HP / III.D / 9-12 / 2 / b | |
| | SC.1 | | MA / VII.. / 9-12 / 5 / h | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.4 | | MA / VII.. / 9-12 / 5 / j | | | | | |
| 08.3 | CA.4 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 4 / * | SC / I.A / 9-12 / 4 / a | | HP / III.D / 9-12 / 1 / a | |
| | HP.3 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / IV.. / 9-12 / 1 / e | SC / III.B / 9-12 / 2 / a | | HP / III.D / 9-12 / 1 / b | |
| | MA.5 | 3.8 | MA / VI.. / 9-12 / 1 / j | CA / IV.. / 9-12 / 1 / f | SC / III.B / 9-12 / 4 / a | | HP / III.D / 9-12 / 2 / a | |
| | MA.6 | | MA / VII.. / 9-12 / 5 / a | | SC / III.C / 9-12 / 2 / a | | HP / III.D / 9-12 / 2 / b | |
| | SC.1 | | MA / VII.. / 9-12 / 5 / h | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.4 | | MA / VII.. / 9-12 / 5 / j | | | | | |
| 08.4 | CA.1 | 1.8 | MA / I.. / 9-12 / 3 / b | CA / I.. / 9-12 / 2 / a | | | HP / III.D / 9-12 / 1 / a | |
| | CA.3 | 1.10 | MA / I.. / 9-12 / 3 / c | CA / I.. / 9-12 / 2 / d | | | HP / III.D / 9-12 / 1 / b | |
| | HP.3 | 3.1 | MA / IV.. / 9-12 / 2 / * | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.1 | 3.5 | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / h | | | | |
| | MA.4 | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 2 / * | | | | |
| | MA.6 | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / b | | | | | |
| 08.5 | CA.1 | 1.8 | MA / I.. / 9-12 / 3 / b | CA / I.. / 9-12 / 2 / a | | | HP / III.D / 9-12 / 1 / a | |
| | CA.3 | 1.10 | MA / I.. / 9-12 / 3 / c | CA / I.. / 9-12 / 2 / d | | | HP / III.D / 9-12 / 1 / b | |
| | HP.3 | 3.1 | MA / IV.. / 9-12 / 2 / * | CA / III.. / 9-12 / 1 / a | | | | |

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99 = "to know" statements may not be applicable

# *Air Conditioning, Heating & Refrigeration*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | MA.1<br>MA.4<br>MA.6 | 3.5 | MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / b<br>MA / X.. / 9-12 / 4 / a<br>MA / X.. / 9-12 / 4 / b | CA / III.. / 9-12 / 1 / h<br>CA / III.. / 9-12 / 2 / * |  |  |  |  |
| 08.6 | CA.1<br>CA.3<br>HP.3<br>MA.1<br>MA.4<br>MA.6 | 1.8<br>1.10<br>3.1<br>3.5 | MA / I.. / 9-12 / 3 / b<br>MA / I.. / 9-12 / 3 / c<br>MA / IV.. / 9-12 / 2 / *<br>MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / b<br>MA / X.. / 9-12 / 4 / a<br>MA / X.. / 9-12 / 4 / b | CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / d<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / h<br>CA / III.. / 9-12 / 2 / * |  |  | HP / III.D / 9-12 / 1 / a<br>HP / III.D / 9-12 / 1 / b |  |
| 09.1 | CA.1<br>MA.1<br>SC.1<br>SC.2 | 1.2<br>1.10<br>3.4<br>3.5 | MA / I.. / 9-12 / 3 / *<br>MA / IV.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 4 / a<br>SC / III.C / 9-12 / 2 / a<br>SC / III.C / 9-12 / 3 / a |  |  |  |
| 09.2 | CA.1<br>MA.1<br>MA.4<br>SC.1<br>SC.3<br>SC.4 | 1.2<br>1.10<br>3.4<br>3.5 | MA / I.. / 9-12 / 3 / *<br>MA / IV.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 4 / a<br>SC / III.B / 9-12 / 4 / a<br>SC / IV.B / 9-12 / 3 / a |  |  |  |
| 09.3 | CA.1<br>MA.1<br>MA.4<br>SC.1<br>SC.3<br>SC.4 | 1.2<br>1.10<br>3.4<br>3.5 | MA / I.. / 9-12 / 3 / *<br>MA / IV.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 4 / a<br>SC / III.B / 9-12 / 4 / a<br>SC / IV.B / 9-12 / 3 / a |  |  |  |
| 09.4 | CA.1<br>CA.3<br>MA.1<br>MA.6<br>SC.1<br>SC.2 | 1.8<br>1.10<br>3.1<br>3.5 | MA / I.. / 9-12 / 3 / b<br>MA / I.. / 9-12 / 3 / c<br>MA / IV.. / 9-12 / 2 / *<br>MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / b<br>MA / X.. / 9-12 / 4 / a<br>MA / X.. / 9-12 / 4 / b | CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / d<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / h<br>CA / III.. / 9-12 / 2 / * | SC / I.A / 9-12 / 3 / a<br>SC / I.A / 9-12 / 4 / a<br>SC / III.B / 9-12 / 4 / a<br>SC / III.C / 9-12 / 3 / a |  | HP / III.D / 9-12 / 1 / a<br>HP / III.D / 9-12 / 1 / b |  |

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# *Air Conditioning, Heating & Refrigeration*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 09.5 | CA.1 | 1.8 | MA / I.. / 9-12 / 3 / b | CA / I.. / 9-12 / 2 / a | SC / I.A / 9-12 / 3 / a |  | HP / III.D / 9-12 / 1 / a |  |
|  | CA.3 | 1.10 | MA / I.. / 9-12 / 3 / c | CA / I.. / 9-12 / 2 / d | SC / I.A / 9-12 / 4 / a |  | HP / III.D / 9-12 / 1 / b |  |
|  | MA.1 | 3.1 | MA / IV.. / 9-12 / 2 / * | CA / III.. / 9-12 / 1 / a | SC / III.B / 9-12 / 4 / a |  |  |  |
|  | MA.6 | 3.5 | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / h | SC / III.C / 9-12 / 2 / a |  |  |  |
|  | SC.1 |  | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 2 / * | SC / III.C / 9-12 / 3 / a |  |  |  |
|  | SC.2 |  | MA / X.. / 9-12 / 4 / a |  |  |  |  |  |
|  |  |  | MA / X.. / 9-12 / 4 / b |  |  |  |  |  |
| 09.6 | CA.3 | 1.2 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a |  |  |  |
|  | CA.5 | 1.10 |  |  | SC / IV.B / 9-12 / 3 / a |  |  |  |
|  | HP.7 | 3.1 |  |  |  |  |  |  |
|  | SC.1 | 3.4 |  |  |  |  |  |  |
|  | SC.2 | 3.5 |  |  |  |  |  |  |
|  |  | 4.7 |  |  |  |  |  |  |
| 09.7 | CA.4 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 4 / * | SC / I.A / 9-12 / 4 / a |  | HP / III.D / 9-12 / 1 / a |  |
|  | HP.3 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / IV.. / 9-12 / 1 / e | SC / III.B / 9-12 / 2 / a |  | HP / III.D / 9-12 / 1 / b |  |
|  | MA.1 | 3.8 | MA / VI.. / 9-12 / 1 / j | CA / IV.. / 9-12 / 1 / f | SC / III.B / 9-12 / 4 / a |  | HP / III.D / 9-12 / 2 / a |  |
|  | MA.6 |  | MA / VII.. / 9-12 / 5 / a |  | SC / III.C / 9-12 / 2 / a |  | HP / III.D / 9-12 / 2 / b |  |
|  | SC.1 |  | MA / VII.. / 9-12 / 5 / h |  | SC / III.C / 9-12 / 3 / a |  |  |  |
|  | SC.2 |  | MA / VII.. / 9-12 / 5 / j |  |  |  |  |  |
| 09.8 | CA.4 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 4 / * | SC / I.A / 9-12 / 4 / a |  | HP / III.D / 9-12 / 1 / a |  |
|  | HP.3 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / IV.. / 9-12 / 1 / e | SC / III.B / 9-12 / 2 / a |  | HP / III.D / 9-12 / 1 / b |  |
|  | MA.1 | 3.8 | MA / VI.. / 9-12 / 1 / j | CA / IV.. / 9-12 / 1 / f | SC / III.B / 9-12 / 4 / a |  | HP / III.D / 9-12 / 2 / a |  |
|  | MA.6 |  | MA / VII.. / 9-12 / 5 / a |  | SC / III.C / 9-12 / 2 / a |  | HP / III.D / 9-12 / 2 / b |  |
|  | SC.1 |  | MA / VII.. / 9-12 / 5 / h |  | SC / III.C / 9-12 / 3 / a |  |  |  |
|  | SC.2 |  | MA / VII.. / 9-12 / 5 / j |  |  |  |  |  |
| 09.9 | CA.4 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 4 / * | SC / I.A / 9-12 / 4 / a |  | HP / III.D / 9-12 / 1 / a |  |
|  | HP.3 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / IV.. / 9-12 / 1 / e | SC / III.B / 9-12 / 2 / a |  | HP / III.D / 9-12 / 1 / b |  |
|  | MA.1 | 3.8 | MA / VI.. / 9-12 / 1 / j | CA / IV.. / 9-12 / 1 / f | SC / III.B / 9-12 / 4 / a |  | HP / III.D / 9-12 / 2 / a |  |
|  | MA.6 |  | MA / VII.. / 9-12 / 5 / a |  | SC / III.C / 9-12 / 2 / a |  | HP / III.D / 9-12 / 2 / b |  |
|  | SC.1 |  | MA / VII.. / 9-12 / 5 / h |  | SC / III.C / 9-12 / 3 / a |  |  |  |
|  | SC.2 |  | MA / VII.. / 9-12 / 5 / j |  |  |  |  |  |
| 09.10 | CA.4 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 4 / * | SC / I.A / 9-12 / 4 / a |  | HP / III.D / 9-12 / 1 / a |  |
|  | HP.3 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / IV.. / 9-12 / 1 / e | SC / III.B / 9-12 / 2 / a |  | HP / III.D / 9-12 / 1 / b |  |
|  | MA.1 | 3.8 | MA / VI.. / 9-12 / 1 / j | CA / IV.. / 9-12 / 1 / f | SC / III.B / 9-12 / 4 / a |  | HP / III.D / 9-12 / 2 / a |  |

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* = may use all "to do" statements
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98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.6 | | MA / VII.. / 9-12 / 5 / a | | SC / III.C / 9-12 / 2 / a | | HP / III.D / 9-12 / 2 / b | |
| | SC.1 | | MA / VII.. / 9-12 / 5 / h | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.2 | | MA / VII.. / 9-12 / 5 / j | | | | | |
| 09.11 | CA.4 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 4 / * | SC / III.C / 9-12 / 5 / a | | HP / III.D / 9-12 / 1 / a | |
| | HP.3 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / IV.. / 9-12 / 1 / e | | | HP / III.D / 9-12 / 1 / b | |
| | MA.1 | 3.8 | MA / VI.. / 9-12 / 1 / j | CA / IV.. / 9-12 / 1 / f | | | HP / III.D / 9-12 / 2 / a | |
| | MA.6 | | MA / VII.. / 9-12 / 5 / a | | | | HP / III.D / 9-12 / 2 / b | |
| | SC.1 | | MA / VII.. / 9-12 / 5 / h | | | | | |
| | SC.2 | | MA / VII.. / 9-12 / 5 / j | | | | | |
| 09.12 | CA.4 | 1.5 | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 4 / * | SC / I.A / 9-12 / 4 / a | | HP / III.D / 9-12 / 1 / a | |
| | HP.3 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / IV.. / 9-12 / 1 / e | SC / III.B / 9-12 / 2 / a | | HP / III.D / 9-12 / 1 / b | |
| | MA.1 | 3.8 | MA / VI.. / 9-12 / 1 / j | CA / IV.. / 9-12 / 1 / f | SC / III.B / 9-12 / 4 / a | | HP / III.D / 9-12 / 2 / a | |
| | MA.6 | | MA / VII.. / 9-12 / 5 / a | | SC / III.C / 9-12 / 2 / a | | HP / III.D / 9-12 / 2 / b | |
| | SC.1 | | MA / VII.. / 9-12 / 5 / h | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.2 | | MA / VII.. / 9-12 / 5 / j | | | | | |
| 10.1 | CA.1 | 1.2 | | CA / I.. / 9-12 / 2 / a | SC / III.B / 9-12 / 4 / a | SS / IV.E / 9-12 / 1 / a | | |
| | CA.3 | 1.4 | | CA / I.. / 9-12 / 2 / b | SC / III.C / 9-12 / 2 / a | SS / IV.E / 9-12 / 1 / d | | |
| | MA.1 | 1.5 | | CA / I.. / 9-12 / 3 / a | SC / VI.B / 9-12 / 4 / a | | | |
| | SC.1 | 1.8 | | CA / I.. / 9-12 / 3 / f | | | | |
| | SS.4 | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| | | | | CA / III.. / 9-12 / 4 / a | | | | |
| | | | | CA / III.. / 9-12 / 4 / c | | | | |
| | | | | CA / III.. / 9-12 / 4 / d | | | | |
| 10.2 | CA.1 | 1.2 | | CA / I.. / 9-12 / 2 / a | SC / III.B / 9-12 / 4 / a | | | |
| | CA.3 | 1.4 | | CA / I.. / 9-12 / 2 / b | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 1.5 | | CA / I.. / 9-12 / 3 / a | SC / VI.B / 9-12 / 4 / a | | | |
| | SC.1 | 1.8 | | CA / I.. / 9-12 / 3 / f | | | | |
| | SS.4 | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| | | | | CA / III.. / 9-12 / 4 / a | | | | |
| 11.1 | CA.1 | 4.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 4.3 | | | | | | |
| 11.2 | | 4.4 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.5<br>4.6 | | | | | | |
| 11.3 | CA 5 | 4.3<br>4.4 | | CA / I.. / 9-12 / 3 / b | | | | |
| 11.4 | CA 1 | 2.1<br>2.2<br>2.3<br>2.7 | | | | | | |
| 11.5 | | 2.3<br>4.4 | | | | | | |
| 11.6 | CA 1 | 2.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| 11.7 | | 4.4 | | | | | | |
| 11.8 | | 4.3 | | | | | | |
| 11.9 | | 2.6<br>4.8 | | | | | | |
| 11.10 | CA 6 | 4.6 | | | | | | |

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NOTE: The cross-reference between Missouri competencies and current ASE tasks can be found on the Automotive Technology competency profile available from the Instructional Materials Laboratory, catalog #70-1800-C. 'NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Automotive Technology*

## *Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A.1 | SC.8 | 1.7 | | | SC / VIII.B / 9-12 / 1 / a | | HP / I.A / 9-12 / 1 / a | |
| A.2 | MA.1 | 3.3 | MA / I.. / 9-12 / 1 / c | | SC / IV.B / 9-12 / 1 / a | | | |
| | MA.2 | | MA / VI.. / 9-12 / 2 / i | | SC / IV.B / 9-12 / 2 / a | | | |
| | MA.3 | | MA / VII.. / 9-12 / 5 / a | | SC / IV.C / 9-12 / 1 / a | | | |
| | MA.6 | | MA / X.. / 9-12 / 4 / a | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | | | | |
| A.3 | MA.1 | 3.3 | MA / I.. / 9-12 / 1 / c | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.2 | | | | SC / IV.C / 9-12 / 2 / a | | | |
| A.4 | HP.3 | 4.6 | | | | | HP / III.A / 9-12 / 1 / a | |
| | HP.7 | 4.7 | | | | | | |
| A.5 | HP.3 | 4.7 | | | | | HP / III.D / 9-12 / 1 / a | |
| A.6 | SC.2 | 3.2 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | | 3.3 | | | SC / IV.C / 9-12 / 2 / a | | | |
| A.7 | SC.8 | 4.7 | | | SC / VIII.B / 9-12 / 1 / a | | | |
| B.1 | CA.1 | 2.3 | | CA / II.. / 9-12 / 3 / b | | | | |
| B.2 | MA.1 | 3.1 | MA / I.. / 9-12 / 4 / e | | | | | |
| B.3 | CA.3 | 1.10 | | CA / III.. / 9-12 / 3 / b | | | | |
| B.4 | HP.2 | 4.7 | | | | | HP / II.D / 9-12 / 1 / b | |
| C.1 | SC.1 | 1.6 | | | SC / I.A / 9-12 / 4 / a | | | |
| C.2 | SS.4 | 4.8 | | | | SS / IV.D / 9-12 / 1 / h | | |
| D.1 | CA.3 | 1.1 | MA / I.. / 9-12 / 4 / d | CA / III.. / 9-12 / 1 / a | SC / I.A / 9-12 / 4 / a | | | |
| | MA.1 | 3.1 | MA / II.. / 9-12 / 3 / h | CA / III.. / 9-12 / 1 / d | | | | |
| | SC.1 | | | CA / III.. / 9-12 / 1 / j | | | | |
| D.2 | SC.1 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.3 | SC.1 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.4 | SC.1 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.5 | SC.1 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| E.1 | HP.1<br>SC.1 | 3.2<br>4.7 | | | SC / III.B / 9-12 / 4 / a | | HP / I.A / 9-12 / 1 / a | |
| E.2 | SC.1 | 3.1 | | | SC / III.A / 9-12 / 3 / a | | | |
| E.3 | HP.7<br>SC.1 | 3.2<br>4.7 | | | SC / III.C / 9-12 / 1 / a | | | |
| E.4 | SC.1 | 3.2<br>4.7 | | | SC / III.A / 9-12 / 3 / a | | | |
| F.1 | CA.3<br>MA.1 | 1.7<br>4.1<br>4.7 | MA / I.. / 9-12 / 4 / c<br>MA / I.. / 9-12 / 4 / e | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / e<br>CA / III.. / 9-12 / 1 / j | | | | |
| F.2 | CA.3 | 4.5<br>4.7 | | CA / III.. / 9-12 / 1 / j | | | | |
| F.3 | CA.3 | 3.2 | | CA / III.. / 9-12 / 1 / j | | | | |
| G.1 | CA.3<br>MA.1 | 4.1<br>4.7 | MA / I.. / 9-12 / 4 / c<br>MA / I.. / 9-12 / 4 / e | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / g<br>CA / III.. / 9-12 / 1 / j | | | | |
| G.2 | CA.3 | 4.1 | | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j | | | | |
| G.3 | CA.3 | 4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| G.4 | CA.3 | 4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| H.1 | CA.3 | 4.1 | | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j | | | | |
| H.2 | CA.3 | 4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| I.1 | CA.3 | 4.1 | | CA / III.. / 9-12 / 1 / a | | | | |
| I.2 | CA.3 | 4.1 | | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / j | | | | |
| J.1 | CA.3 | 3.1 | MA / VII.. / 9-12 / 4 / a | | SC / I.A / 9-12 / 1 / a | | | |

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# *Automotive Technology*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.3 | 3.2 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.2 | 3.7 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| J.2 | MA.1 | 3.1 | MA / V.. / 9-12 / 3 / b | | SC / IV.B / 9-12 / 3 / a | | | |
| | MA.2 | 3.3 | MA / VII.. / 9-12 / 5 / a | | | | | |
| | SC.2 | 4.4 | | | | | | |
| J.3 | MA.1 | 3.1 | MA / V.. / 9-12 / 3 / b | | SC / IV.B / 9-12 / 3 / a | | | |
| | MA.2 | 3.3 | MA / VII.. / 9-12 / 5 / a | | | | | |
| | SC.2 | 4.4 | | | | | | |
| J.4 | MA.1 | 3.1 | MA / V.. / 9-12 / 3 / b | | SC / IV.B / 9-12 / 3 / a | | | |
| | MA.2 | 3.3 | MA / VII.. / 9-12 / 5 / a | | | | | |
| | SC.2 | 4.4 | | | | | | |
| J.5 | CA.3 | 3.1 | MA / VII.. / 9-12 / 4 / a | | SC / I.A / 9-12 / 1 / a | | | |
| | MA.3 | 3.2 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.2 | 3.7 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| J.6 | MA.1 | 3.1 | MA / V.. / 9-12 / 3 / b | | SC / IV.B / 9-12 / 3 / a | | | |
| | MA.2 | 3.3 | MA / VII.. / 9-12 / 5 / a | | | | | |
| | SC.2 | 4.4 | | | | | | |
| K.1 | CA.3 | 1.2 | MA / I.. / 9-12 / 4 / c | CA / II.. / 9-12 / 4 / 1 | SC / I.A / 9-12 / 4 / a | | HP / II.A / 9-12 / 2 / a | |
| | HP.6 | 3.1 | | | SC / VIII.A / 9-12 / 3 / b | | | |
| | MA.1 | 3.2 | | | | | | |
| | SC.1 | 4.7 | | | | | | |
| | SC.8 | 4.7 | | | | | | |
| K.2 | CA.3 * | 1.2 | MA / I.. / 9-12 / 4 / c | CA / II.. / 9-12 / 4 / 1 | SC / I.A / 9-12 / 4 / a | | | |
| | MA.1 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| K.3 | CA.3 | 1.2 | MA / I.. / 9-12 / 4 / c | CA / II.. / 9-12 / 4 / 1 | SC / I.A / 9-12 / 4 / a | | | |
| | MA.1 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| K.4 | MA.1 | 1.2 | MA / I.. / 9-12 / 4 / c | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.1 | 3.1 | | | | | | |
| K.5 | CA.3 | 1.2 | MA / I.. / 9-12 / 4 / c | CA / II.. / 9-12 / 4 / 1 | SC / I.A / 9-12 / 4 / a | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# *Automotive Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1<br>SC.1 | 3.1<br>3.2 | | | | | | |
| K.6 | MA.1<br>SC.1 | 1.2<br>3.1 | MA / I.. / 9-12 / 4 / c | | SC / I.A / 9-12 / 4 / a | | | |
| K.7 | MA.1<br>SC.1 | 1.2<br>3.1 | MA / I.. / 9-12 / 4 / c | | SC / I.A / 9-12 / 4 / a | | | |
| K.8 | MA.1<br>SC.2 | 3.1 | MA / I.. / 9-12 / 4 / c | | SC / I.A / 9-12 / 4 / a | | | |
| L.1 | CA.3<br>SC.7 | 1.10<br>3.2 | | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a | | | |
| L.2 | CA.3<br>SC.7 | 1.10<br>3.2 | | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a | | | |
| L.3 | CA.3<br>SC.7 | 1.10<br>3.2 | | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a | | | |
| L.4 | CA.3<br>SC.7 | 1.10<br>3.2 | | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a | | | |
| L.5 | CA.3<br>SC.7 | 1.10<br>3.2 | | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a | | | |
| L.6 | CA.3<br>SC.7 | 1.10<br>3.2 | | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a | | | |
| L.7 | CA.3<br>SC.7 | 1.10<br>3.2 | | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a | | | |
| L.8 | CA.3<br>SC.7 | 1.10<br>3.2 | | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a | | | |
| L.9 | CA.3<br>SC.7 | 1.10<br>3.2 | | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a | | | |
| M.1 | CA.3<br>MA.3<br>SC.7 | 3.1<br>3.2<br>3.3 | MA / I.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| M.2 | HP.6 | 4.5 | | | | | HP / III.A / 9-12 / 1 / a | |
| N.1 | CA.3<br>SC.7 | 1.1<br>3.2 | | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a | | | |

**KEY:** * = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| N.2 | CA.3<br>SC.7 | 1.1<br>3.2 |  | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a |  |  |  |
| N.3 | CA.3<br>SC.7 | 1.1<br>3.2 |  | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a |  |  |  |
| N.4 | CA.3<br>SC.7 | 1.1<br>3.2 |  | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a |  |  |  |
| O.1 | CA.3 | 3.2 |  | CA / III.. / 9-12 / 1 / a |  |  |  |  |
| O.2 | MA.1 | 3.1 | MA / I.. / 9-12 / 4 / c |  |  |  |  |  |
| O.3 | MA.1 | 3.1 | MA / I.. / 9-12 / 4 / c |  |  |  |  |  |
| O.4 | MA.1 | 3.1 | MA / I.. / 9-12 / 4 / c |  |  |  |  |  |
| O.5 | CA.3 | 3.2 |  | CA / III.. / 9-12 / 1 / a |  |  |  |  |
| O.6 | CA.3 | 3.2 |  | CA / III.. / 9-12 / 1 / a |  |  |  |  |
| P.1 | CA.3 | 3.2 |  | CA / III.. / 9-12 / 1 / a |  |  |  |  |
| P.2 | CA.3 | 3.2 |  | CA / III.. / 9-12 / 1 / a |  |  |  |  |
| Q.1 | SC.2 | 3.2 |  |  | SC / I.A / 9-12 / 4 / a |  |  |  |
| Q.2 | CA.1<br>MA.1<br>SC.2 | 1.4<br>1.8<br>3.1 | MA / V.. / 9-12 / 3 / a |  |  |  |  |  |
| Q.3 | SC.3 | 3.2 |  |  | SC / I.A / 9-12 / 4 / a |  |  |  |
| Q.4 | SC.2 | 3.2 |  |  | SC / I.A / 9-12 / 4 / a |  |  |  |
| Q.5 | SC.2 | 3.2 |  |  | SC / I.A / 9-12 / 4 / a |  |  |  |
| Q.6 | SC.2 | 3.2 |  |  | SC / I.A / 9-12 / 4 / a |  |  |  |
| R.1 | CA.1<br>MA.1<br>SC.2 | 1.4<br>1.8<br>3.1 | MA / V.. / 9-12 / 3 / a |  | SC / I.A / 9-12 / 4 / a |  |  |  |
| R.2 | SC.2 | 3.2 |  |  | SC / I.A / 9-12 / 4 / a |  |  |  |
| R.3 | CA.1<br>MA.1 | 1.4<br>1.8 | MA / V.. / 9-12 / 3 / a |  |  |  |  |  |

**KEY:** ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

# Automotive Technology

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| R.4 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.5 | CA.1<br>MA.1 | 1.4<br>1.8 | MA / V. / 9-12 / 3 / a | | | | | |
| R.6 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.7 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.8 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| S.1 | MA.1 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| S.2 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| S.3 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| S.4 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| S.5 | CA.1<br>MA.1<br>SC.2 | 1.4<br>1.8<br>3.1 | MA / V. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| S.6 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| T.1 | CA.1<br>MA.1<br>SC.2 | 1.4<br>1.8<br>3.1 | MA / V. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| T.2 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| T.3 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| T.4 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| U.1 | CA.1<br>CA.3<br>MA.1<br>SC.2<br>SS.4 | 1.4<br>1.8<br>3.1<br>3.2<br>4.4 | MA / V. / 9-12 / 3 / a | CA / I. / 9-12 / 2 / d | SC / I.A / 9-12 / 4 / a | SS / II.D / 9-12 / 4 / j | | |
| U.2 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| U.3 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| U.4 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |

**KEY:**
- * = may use all "to do" statements
- 98 = same Frameworks as previous competency
- # = same Frameworks as previous competency
- 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# Automotive Technology

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| V.1 | CA.1<br>MA.1<br>SC.2 | 1.4<br>1.8<br>3.1 | MA / V.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| V.2 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| V.3 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| W.1 | | | | | | | | |
| W.2 | | | | | | | | |
| W.3 | | | | | | | | |
| X.1 | CA.1<br>MA.1<br>SC.2 | 1.4<br>1.8<br>3.1 | MA / V.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| X.2 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| X.3 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| Y.1 | CA.1<br>MA.1<br>SC.2 | 1.4<br>1.8<br>3.1 | MA / V.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| Y.2 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| Y.3 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| Y.4 | CA.1<br>MA.1<br>SC.2 | 1.4<br>1.8<br>3.2 | MA / V.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| Z.1 | CA.1<br>MA.1<br>SC.2 | 1.4<br>1.8<br>3.2 | MA / V.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| Z.2 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| Za.1 | CA.1<br>CA.3<br>MA.1<br>SC.2<br>SS.4 | 1.4<br>1.8<br>3.1<br>3.2<br>4.4 | MA / V.. / 9-12 / 3 / a | CA / I.. / 9-12 / 2 / d | SC / I.A / 9-12 / 4 / a | SS / II.D / 9-12 / 4 / j | | |

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98 = same Frameworks as previous competency
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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| Za.2 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| Za.3 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zb.1 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zb.2 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zb.3 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zc.1 | CA.1<br>MA.1<br>SC.2 | 1.4<br>1.8<br>3.2 | MA / V.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| Zc.2 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zc.3 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zd.1 | CA.1<br>MA.1<br>SC.2 | 1.4<br>1.8<br>3.2 | MA / V.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| Zd.2 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zd.3 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zd.4 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zd.5 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zd.6 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| Ze.1 | CA.1<br>CA.3<br>MA.1<br>SC.2<br>SS.4 | 1.4<br>1.8<br>3.1<br>3.2<br>4.4 | MA / V.. / 9-12 / 3 / a | CA / I.. / 9-12 / 2 / d | SC / I.A / 9-12 / 4 / a | SS / II.D / 9-12 / 4 / j | | |
| Ze.2 | | | | | | | | |
| Ze.3 | | | | | | | | |
| Ze.4 | | | | | | | | |
| Ze.5 | | | | | | | | |
| Zf.1 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |

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Competency Profile Date: 1994

# *Automotive Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| Zf.2 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zf.3 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zf.4 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zf.5 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zg.1 | CA.3<br>HP.6<br>MA.1<br>SC.1<br>SC.2<br>SC.8<br>SS.4 | 1.4<br>3.1<br>3.2<br>3.5<br>4.4<br>4.7 | MA / V.. / 9-12 / 3 / a | CA / I.. / 9-12 / 2 / d | SC / I.A / 9-12 / 4 / a<br>SC / III.B / 9-12 / 2 / a<br>SC / VI.A / 9-12 / 2 / a | SS / II.D / 9-12 / 4 / j | HP / III.D / 9-12 / 2 / a | |
| Zg.2 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zg.3 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zg.4 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zh.1 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zh.2 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| Zi.1 | SS.6 | 4.3 | | | | SS / II.B / 9-12 / 5 / I | | |
| Zi.2 | SS.6 | 4.4 | | | | SS / II.B / 9-12 / 4 / I | | |
| Zi.3 | HP.2 | 4.7 | | | | | HP / II.A / 5-8 / 1 / b | |
| Zi.4 | CA.6 | 2.3 | | CA / II.. / 9-12 / 5 / b<br>CA / II.. / 9-12 / 5 / c | | | | |
| Zi.5 | CA.6 | 2.3 | | CA / II.. / 9-12 / 5 / c | | | | |
| Zi.6 | CA.1 | 2.1 | | CA / II.. / 9-12 / 3 / c | | | | |
| Zi.7 | SS.6 | 4.4 | | | | SS / II.B / 9-12 / 4 / m | | |
| Zi.8 | HP.2 | 4.7 | | | | | HP / II.A / 9-12 / 5 / a | |
| Zi.9 | SS.4 | 4.8 | | | | SS / II.D / 9-12 / 5 / n | | |
| Zi.10 | SS.4 | 4.3 | | | | SS / II.B / 9-12 / 5 / n | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

NOTE: Numbers in parentheses at the end of each competency apply to national skill standards by ASE. **(NOTE: These competencies are addressed on the Missouri VICA Curriculum Guide lessons.)

# *Auto Collision Technology*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A.1 | SS.4 | 1.4 | | | | SS / IV.A / 9-12 / 2 / b | | |
| | | 2.6 | | | | SS / IV.D / 9-12 / 1 / d | | |
| | | 3.8 | | | | SS / IV.D / 9-12 / 2 / e | | |
| | | 4.4 | | | | SS / IV.D / 9-12 / 3 / k | | |
| | | 4.8 | | | | | | |
| A.2 | SC.2 | 1.8 | | | SC / IV.A / 9-12 / 1 / a | | | |
| | | 4.7 | | | SC / IV.B / 9-12 / 1 / a | | | |
| B.1 | MA.1 | 1.4 | MA / I. / 9-12 / 2 / e | | | | | |
| | MA.2 | 3.4 | MA / VI. / 9-12 / 2 / c | | | | | |
| B.2 | MA.1 | 1.4 | MA / I. / 9-12 / 2 / c | | | | | |
| | MA.2 | 1.7 | MA / I. / 9-12 / 2 / e | | | | | |
| | MA.4 | 2.7 | MA / I. / 9-12 / 4 / e | | | | | |
| | | 3.4 | MA / III. / 9-12 / 3 / b | | | | | |
| C.1 | HP.2 | 4.7 | | | | | | |
| C.2 | HP.2 | 4.7 | | | | | | |
| C.3 | HP.2 | 4.7 | | | | | | |
| C.4 | HP.2 | 4.7 | | | | | | |
| C.5 | SC.1 | 1.4 | | | SC / IV.A / 9-12 / 1 / a | | | |
| | SC.2 | 3.1 | | | SC / IV.B / 9-12 / 1 / a | | | |
| | | | | | SC / IV.C / 9-12 / 1 / a | | | |
| C.6 | SC.1 | 1.4 | | | SC / IV.A / 9-12 / 1 / a | | | |
| | SC.2 | 3.1 | | | SC / IV.B / 9-12 / 1 / a | | | |
| | | | | | SC / IV.C / 9-12 / 1 / a | | | |
| D.1 | HP.3 | 1.4 | | | | | | |
| | HP.6 | 2.3 | | | | | | |
| | HP.7 | 4.7 | | | | | | |
| D.2 | HP.3 | 1.4 | | | | | HP / III.D / 9-12 / 1 / a | |
| | | 2.3 | | | | | | |
| | | 4.1 | | | | | | |
| D.3 | HP.3 | 1.4 | | | | | HP / III.D / 9-12 / 1 / a | |

**KEY:** * = may use all "to do" statements; # = same Frameworks as previous competency; 98 = same Frameworks as previous competency; 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

# *Auto Collision Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.3<br>4.1 | | | | | | |
| D.4 | HP.3 | 1.4<br>2.3<br>4.1 | | | | | HP / III.D / 9-12 / 1 / a | |
| D.5 | HP.3 | 1.4<br>2.3<br>4.1 | | | | | HP / III.D / 9-12 / 1 / a | |
| D.6 | HP.3 | 1.4<br>2.3<br>4.1 | | | | | HP / III.D / 9-12 / 1 / a | |
| D.7 | HP.3 | 1.4<br>2.3<br>4.1 | | | | | HP / III.D / 9-12 / 1 / a | |
| D.8 | HP.3 | 1.4<br>2.3<br>4.1 | | | | | HP / III.D / 9-12 / 1 / a | |
| D.9 | HP.3 | | | | | | HP / III.D / 9-12 / 1 / a | |
| E.1 | CA.4<br>MA.6<br>SC.1 | 1.4<br>2.7<br>3.3<br>4.7 | MA / VI.. / 9-12 / 2 / a | CA / IV.. / 9-12 / 1 / e | SC / I.A / 9-12 / 4 / a | | | |
| E.2 | CA.4<br>MA.2<br>SC.1 | 1.4<br>2.7<br>3.3<br>4.7 | MA / VI.. / 9-12 / 2 / a | CA / IV.. / 9-12 / 1 / e | SC / I.A / 9-12 / 4 / a | | | |
| E.3 | CA.4<br>MA.2<br>SC.1 | 1.4<br>2.7<br>3.3<br>4.7 | MA / VI.. / 9-12 / 2 / a | CA / IV.. / 9-12 / 1 / e | SC / I.A / 9-12 / 4 / a | | | |
| F.1 | CA.3<br>MA.1 | 1.6<br>3.4 | MA / I.. / 9-12 / 4 / e | CA / I.. / 9-12 / 6 / c | | | | |
| F.2 | HP.1 | 4.3 | | | | | HP / III.D / 9-12 / 1 / a | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Auto Collision Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.7 | 4.7 | | | | | HP / V.C / 9-12 / 1 / a | |
| F.3 | FA.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | FA / IV.D / 9-12 / 2 / b |
| | SC.1 | 4.6 | | | SC / III.B / 9-12 / 2 / a | | | |
| | SC.2 | | | | | | | |
| F.4 | HP.7 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | HP / V.C / 9-12 / 1 / a | |
| | SC.2 | 4.3 | | | | | | |
| F.5 | HP.7 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | HP / V.C / 9-12 / 1 / a | |
| | SC.1 | 4.3 | | | | | | |
| F.6 | SC.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.2 | 1.6 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.6 | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| F.7 | SC.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.2 | 1.6 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.6 | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| F.8 | SC.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.2 | 1.6 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.6 | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| F.9 | SC.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.2 | 1.6 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| F.10 | HP.1 | 4.3 | | | | | HP / III.D / 9-12 / 1 / a | |
| | HP.7 | 4.7 | | | | | HP / V.C / 9-12 / 1 / a | |
| F.11 | FA.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | FA / IV.D / 9-12 / 2 / b |
| | SC.1 | 4.6 | | | SC / III.B / 9-12 / 2 / a | | | |
| | SC.2 | | | | | | | |
| F.12 | FA.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | FA / IV.D / 9-12 / 2 / b |
| | SC.1 | 4.6 | | | SC / III.B / 9-12 / 2 / a | | | |
| | SC.2 | | | | | | | |
| F.13 | HP.2 | 1.6 | | | | | HP / IV.D / 9-12 / 3 / a | |
| | HP.7 | 4.7 | | | | | HP / V.C / 9-12 / 1 / a | |
| G.1 | SC.1 | 1.2 | | | SC / III.C / 9-12 / 3 / a | | | |
| G.2 | HP.3 | 1.4 | | | | | HP / III.A / 9-12 / 10 / a | |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

# *Auto Collision Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| G 3 | MA 2 | 1.4 | MA / I. / 9-12 / 4 / c | | | | | |
| G 4 | SC 1 | 3.6 | | | SC / III.C / 9-12 / 4 / a | | | |
| G 5 | HP 3<br>MA 2<br>SC 1 | 1.4<br>3.6 | MA / I. / 9-12 / 4 / c | | SC / III.C / 9-12 / 4 / a | | HP / III.A / 9-12 / 10 / a | |
| G 6 | FA 2 | 3.6 | | | | | | |
| G 7 | FA 2 | | | | | | | |
| G 8 | | 4.7 | | | | | HP / III.A / 9-12 / 10 / a | |
| G 9 | SC 2 | 1.4 | | | SC / III.C / 9-12 / 3 / a | | | |
| H 1 | SC 1 | 2.7 | | | SC / III.C / 9-12 / 3 / a | | | |
| H 2 | SC 1 | 2.7 | | | SC / III.C / 9-12 / 3 / a | | | |
| H 3 | HP 3 | 1.4 | | | | | HP / III.A / 9-12 / 10 / a | |
| H 4 | HP 3 | 1.4 | | | | | HP / III.A / 9-12 / 10 / a | |
| H 5 | HP 3 | 1.4 | | | | | HP / III.A / 9-12 / 10 / a | |
| H 6 | HP 3 | 1.4 | | | | | HP / III.A / 9-12 / 10 / a | |
| H 7 | HP 3 | 1.4 | | | | | HP / III.A / 9-12 / 10 / a | |
| H 8 | FA 2 | 1.2 | | | | | | |
| H 9 | FA 2<br>HP 3 | 1.2 | | | | | HP / III.A / 9-12 / 10 / a | |
| H 10 | CA 6 | 4.1 | | CA / I. / 9-12 / 2 / a | | | | |
| H 11 | HP 3 | 1.4 | | | | | HP / III.A / 9-12 / 10 / a | |
| H 12 | HP 3 | 1.4 | | | | | HP / III.A / 9-12 / 10 / a | |
| H 13 | HP 3 | 1.4 | | | | | HP / III.A / 9-12 / 10 / a | |
| H 14 | HP 3 | 1.4 | | | | | HP / III.A / 9-12 / 10 / a | |
| I 1 | HP 3 | 4.7 | | | | | HP / III.A / 9-12 / 10 / a | |
| I 2 | SC 1 | 1.2 | | | SC / III.C / 9-12 / 3 / a | | | |

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Competency Profile Date: 1995

# *Auto Collision Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| I.3 | SC.1 | 1.4 | | | SC / III.C / 9-12 / 3 / a | | | |
| I.4 | SC.1 | 1.4 | | | SC / III.C / 9-12 / 3 / a | | | |
| I.5 | FA.2 | 3.2 | | | | | | |
| J.1 | SC.1 | 3.3 | | | SC / III.C / 9-12 / 3 / a | | | |
| J.2 | SC.1 | 3.3 | | | SC / III.C / 9-12 / 3 / a | | | |
| J.3 | SC.1 | 3.3 | | | SC / III.C / 9-12 / 3 / a | | | |
| J.4 | SC.1 | 3.3 | | | SC / III.C / 9-12 / 3 / a | | | |
| J.5 | SC.1 | 3.3 | | | SC / III.C / 9-12 / 3 / a | | | |
| J.6 | HP.3<br>SC.1 | 1.4<br>3.3 | | | SC / III.C / 9-12 / 3 / a | | HP / III.A / 9-12 / 10 / a | |
| K.1 | SC.1 | 2.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| K.2 | SC.1 | 2.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| K.3 | SC.1 | 2.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| K.4 | SC.1 | 2.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| L.1 | CA.6 | 1.7 | | CA / IV.. / 9-12 / 3 / a | | | | |
| L.2 | HP.5 | 3.7 | | | | | HP / V.C / 9-12 / 2 / a | |
| L.3 | CA.5 | 4.6 | | CA / IV.. / 9-12 / 1 / f | | | | |
| L.4 | CA.5 | 1.10 | | CA / IV.. / 9-12 / 1 / f | | | | |
| L.5 | CA.5 | 4.6 | | CA / IV.. / 9-12 / 1 / a | | | | |
| L.6 | CA.6<br>HP.6<br>SC.8 | 1.8<br>1.10<br>4.1 | | | SC / VIII.B / 9-12 / 1 / a | | HP / V.B / 9-12 / 1 / a | |
| M.1 | CA.7<br>HP.6 | 1.4<br>3.8 | | CA / III.. / 9-12 / 1 / j | | | HP / V.A / 9-12 / 1 / a | |
| M.2 | CA.5<br>HP.6<br>SC.7 | 1.4<br>1.10<br>3.1 | | CA / I.. / 9-12 / 6 / c | SC / I.A / 9-12 / 4 / a | | HP / V.B / 9-12 / 1 / a | |

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Competency Profile Date: 1995

# *Auto Collision Technology*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| M.3 | CA.5 | 1.4 | | CA / IV.. / 9-12 / 1 / a | | | | |
| M.4 | CA.5 | 1.4 | | CA / IV.. / 9-12 / 1 / f | SC / I.A / 9-12 / 4 / a | | | |
| | SC.1 | 1.10 | | | | | | |
| M.5 | CA.5 | 1.4 | | CA / IV.. / 9-12 / 1 / f | SC / I.A / 9-12 / 4 / a | | | |
| | SC.1 | 1.10 | | | | | | |
| M.6 | CA.5 | 1.4 | | CA / IV.. / 9-12 / 1 / a | | | | |
| M.7 | HP.6 | 1.1 | | | SC / I.A / 9-12 / 4 / a | | HP / V.B / 9-12 / 1 / a | |
| | SC.1 | 3.1 | | | | | | |
| M.8 | CA.5 | 1.4 | | CA / IV.. / 9-12 / 1 / a | SC / I.A / 9-12 / 4 / a | | | |
| | SC.1 | 1.10 | | | | | | |
| M.9 | CA.5 | 1.4 | | CA / III.. / 9-12 / 1 / a | SC / I.A / 9-12 / 4 / a | | HP / V.B / 9-12 / 1 / a | |
| | HP.6 | 3.1 | | | | | | |
| | SC.1 | | | | | | | |
| M.10 | MA.1 | 1.6 | MA / I.. / 9-12 / 2 / a | | SC / III.A / 9-12 / 1 / a | | | |
| | MA.5 | 1.8 | MA / I.. / 9-12 / 4 / c | | | | | |
| | SC.8 | 3.2 | | | | | | |
| M.11 | MA.1 | 1.6 | MA / I.. / 9-12 / 2 / a | | SC / III.A / 9-12 / 1 / a | | | |
| | MA.5 | 1.8 | MA / I.. / 9-12 / 4 / c | | | | | |
| | SC.8 | 3.2 | | | | | | |
| M.12 | MA.1 | 1.6 | MA / I.. / 9-12 / 2 / a | | SC / III.A / 9-12 / 1 / a | | | |
| | MA.5 | 1.8 | MA / I.. / 9-12 / 4 / c | | | | | |
| | SC.8 | 3.2 | | | | | | |
| M.13 | MA.1 | 1.6 | MA / I.. / 9-12 / 2 / a | | SC / III.A / 9-12 / 1 / a | | | |
| | MA.5 | 1.8 | MA / I.. / 9-12 / 4 / c | | | | | |
| | SC.8 | 3.2 | | | | | | |
| M.14 | MA.2 | 1.6 | MA / I.. / 9-12 / 4 / d | | SC / III.A / 9-12 / 3 / a | | | |
| | SC.7 | 3.3 | | | | | | |
| M.15 | CA.5 | 1.6 | | CA / I.. / 9-12 / 6 / c | | | | |
| M.16 | CA.5 | 1.4 | MA / I.. / 9-12 / 2 / a | CA / I.. / 9-12 / 6 / a | | | | |
| | MA.1 | 1.8 | | | | | | |
| M.17 | CA.5 | 1.4 | MA / I.. / 9-12 / 2 / a | CA / I.. / 9-12 / 6 / a | | | | |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 1.6 | | | | | | |
| | SC.7 | 2.7 | | | | | | |
| M.18 | CA.5 | 1.4 | | CA / IV. / 9-12 / 1 / b | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.1 | 1.6 | | | | | | |
| M.19 | CA.5 | 1.4 | | CA / IV. / 9-12 / 1 / b | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.1 | 1.6 | | | | | | |
| M.20 | CA.5 | 1.4 | | CA / IV. / 9-12 / 1 / b | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.1 | 1.6 | | | | | | |
| N.1 | CA.3 | 1.6 | MA / I. / 9-12 / 1 / a | CA / I. / 9-12 / 6 / c | | | | |
| | MA.1 | 3.4 | MA / II. / 9-12 / 2 / a | | | | | |
| | MA.2 | | | | | | | |
| N.2 | CA.3 | 1.2 | MA / I. / 9-12 / 1 / a | CA / I. / 9-12 / 6 / c | | | | |
| | MA.1 | 3.4 | MA / II. / 9-12 / 2 / a | | | | | |
| | MA.2 | | | | | | | |
| N.3 | CA.3 | 1.6 | MA / I. / 9-12 / 1 / a | CA / I. / 9-12 / 6 / c | | | | |
| | MA.1 | 3.4 | | | | | | |
| | MA.2 | | | | | | | |
| N.4 | CA.3 | 1.6 | MA / I. / 9-12 / 1 / a | CA / I. / 9-12 / 6 / c | | | | |
| | MA.1 | 3.4 | | | | | | |
| | MA.2 | | | | | | | |
| O.1 | SC.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.2 | 1.6 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.6 | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| O.2 | SC.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.2 | 1.6 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.6 | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| O.3 | SC.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.2 | 1.6 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.6 | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| O.4 | MA.1 | 1.4 | MA / I. / 9-12 / 4 / d | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.1 | 1.6 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.2 | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.6 | | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| O.5 | MA.1 | 1.4 | MA / I.. / 9-12 / 4 / d | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.1 | 1.6 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.2 | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.6 | | | | | | | |
| P.1 | HP.3 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | HP / III.A / 9-12 / 10 / a | |
| | SC.1 | 4.7 | | | | | | |
| P.2 | HP.3 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | HP / III.A / 9-12 / 10 / a | |
| | SC.1 | 4.7 | | | | | | |
| P.3 | FA.1 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | HP / III.A / 9-12 / 10 / a | FA / IV.D / 9-12 / 2 / b |
| | HP.3 | 4.7 | | | | | | |
| | SC.1 | | | | | | | |
| P.4 | SC.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.5 | 1.10 | | | | | | |
| Q.1 | CA.3 | 1.6 | | CA / I.. / 9-12 / 6 / c | SC / III.C / 9-12 / 3 / a | | | |
| | SC.1 | 2.7 | | | | | | |
| Q.2 | HP.3 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | HP / III.A / 9-12 / 10 / a | |
| | SC.1 | 4.7 | | | | | | |
| Q.3 | HP.3 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | HP / III.A / 9-12 / 10 / a | |
| | SC.1 | 4.7 | | | | | | |
| Q.4 | HP.3 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | HP / III.A / 9-12 / 10 / a | |
| | SC.1 | 4.7 | | | | | | |
| Q.5 | HP.3 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | HP / III.A / 9-12 / 10 / a | |
| | SC.1 | 4.7 | | | | | | |
| Q.6 | HP.3 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | HP / III.A / 9-12 / 10 / a | |
| | SC.1 | 4.7 | | | | | | |
| Q.7 | SC.1 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.5 | 1.10 | | | | | | |
| Q.8 | SC.1 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| Q.9 | HP.4 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| | SC.1 | | | | | | | |
| Q.10 | HP.4 | 1.4 | | | SC / I.A / 9-12 / 4 / a | SS / I.D / 9-12 / 5 / m | | |
| | SC.1 | 1.10 | | | | | | |

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# Auto Collision Technology

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.7 | | | | | | | |
| Q.11 | SC.1 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| Q.12 | SC.1<br>SS.7 | 1.4<br>1.10 | | | SC / I.A / 9-12 / 4 / a | SS / I.D / 9-12 / 5 / m | | |
| Q.13 | SC.1 | 2.7 | | | SC / III.C / 9-12 / 3 / a | | | |
| Q.14 | SC.1 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| Q.15 | SC.1<br>SC.2<br>SS.7 | 1.4<br>1.10<br>3.1 | | | SC / I.A / 9-12 / 4 / a | SS / I.D / 9-12 / 5 / m | | |
| R.1 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.2 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.3 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.4 | HP.3<br>SC.1 | 1.4<br>3.3 | | | SC / I.A / 9-12 / 4 / a | | HP / III.A / 9-12 / 10 / a | |
| R.5 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.6 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.7 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.8 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.9 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.10 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.11 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| R.12 | SC.1 | 1.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| S.1 | CA.3<br>MA.1 | 1.1<br>3.1 | MA / I.. / 9-12 / 4 / d<br>MA / II.. / 9-12 / 3 / h | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j | SC / I.A / 9-12 / 4 / a | | | |
| S.2 | HP.1<br>SC.1 | 3.2<br>4.7 | | | SC / III.A / 9-12 / 3 / a<br>SC / III.B / 9-12 / 4 / a<br>SC / III.C / 9-12 / 1 / a | | HP / I.A / 9-12 / 1 / a | |

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## *Auto Collision Technology*

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|---|---|---|---|---|---|---|---|---|
| S.3 | CA.3 | 4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| S.4 | CA.3 | 4.1 | | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / j | | | | |
| T.1 | CA.3 | 4.1 | | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j | | | | |
| T.2 | CA.3 | 4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| T.3 | CA.3 | 4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| T.4 | CA.3 | 4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| U.1 | CA.1<br>MA.1 | 3.2 | MA / I.. / 9-12 / 3 / d | CA / III.. / 9-12 / 1 / a | | | | |
| U.2 | SC.2 | 3.2 | | | SC / III.C / 9-12 / 4 / a | | | |
| U.3 | SC.3 | 3.2 | | | SC / III.A / 9-12 / 3 / a | | | |
| U.4 | SC.3 | 3.2 | | | SC / III.C / 9-12 / 4 / a | | | |
| U.5 | SC.2 | 3.1 | | | SC / III.C / 9-12 / 4 / a | | | |
| U.6 | SC.2 | 3.2 | | | SC / III.C / 9-12 / 4 / a | | | |
| U.7 | CA.3<br>SC.7 | 1.10<br>3.2 | | | SC / VIII.B / 9-12 / 1 / a | | | |
| V.1 | CA.3<br>HP.6<br>MA.1<br>SC.1<br>SC.2<br>SC.8<br>SS.4 | 1.4<br>3.1<br>3.2<br>3.5<br>4.4<br>4.7 | MA / IV.. / 9-12 / 3 / a | CA / I.. / 9-12 / 2 / d<br>CA / III.. / 9-12 / 1 / a | SC / I.A / 9-12 / 4 / a<br>SC / III.B / 9-12 / 2 / a<br>SC / VI.A / 9-12 / 2 / a | SS / II.D / 9-12 / 4 / j | HP / III.D / 9-12 / 2 / a | |
| V.2 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| V.3 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| V.4 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| V.5 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |

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# *Auto Collision Technology*

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|---|---|---|---|---|---|---|---|---|
| V.6 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| V.7 | SC.2 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| V.8 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| W.1 | CA.3 | 1.1 | | CA / III.. / 9-12 / 1 / a | SC / VIII.B / 9-12 / 1 / a | | | |
| | SC.7 | 3.2 | | | | | | |
| W.2 | CA.1 | 1.4 | MA / V.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| | MA.1 | 1.8 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| W.3 | CA.1 | 1.4 | MA / V.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| | MA.1 | 1.8 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| W.4 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| W.5 | HP.6 | 4.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| W.6 | SC.1 | 3.1 | | | | | | |
| | SC.2 | 3.2 | | | | | | |
| W.7 | SC.2 | 3.2 | | | | | | |
| W.8 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| W.9 | CA.1 | 1.4 | MA / V.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| | MA.1 | 1.8 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| W.10 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| W.11 | CA.1 | 1.4 | MA / V.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | | | |
| | MA.1 | 1.8 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| W.12 | CA.1 | 1.4 | MA / V.. / 9-12 / 3 / a | | | SS / II.D / 9-12 / 4 / j | | |
| | CA.3 | 1.8 | | | | | | |
| | MA.1 | 3.1 | | | | | | |
| | SC.2 | 3.2 | | | | | | |
| | SS.4 | 4.4 | | | | | | |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

# *Auto Collision Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| W.13 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| X.1 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 1 / a | | | | |
| | MA.2 | 1.5 | | | | | | |
| X.2 | CA.1 | 1.5 | | CA / I.. / 9-12 / 1 / a | | | | |
| | CA.3 | 2.2 | | | | | | |
| X.3 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / b | CA / I.. / 9-12 / 1 / a | | | | |
| | MA.1 | 1.5 | MA / VII.. / 9-12 / 5 / a | | | | | |
| | MA.2 | 3.1 | | | | | | |
| X.4 | CA.3 | 1.4 | MA / I.. / 9-12 / 3 / b | CA / I.. / 9-12 / 1 / a | | | | |
| | MA.1 | 1.5 | MA / VII.. / 9-12 / 5 / a | | | | | |
| | MA.3 | 3.5 | | | | | | |
| X.5 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 1 / a | | | | |
| | MA.2 | 1.5 | | | | | | |
| X.6 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / b | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 1 / a | | | |
| | MA.2 | 1.8 | MA / VII.. / 9-12 / 1 / b | | | | | |
| | MA.3 | 3.5 | | | | | | |
| | SC.5 | | | | | | | |
| X.7 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / b | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 1 / a | | | |
| | MA.2 | 1.8 | MA / VII.. / 9-12 / 1 / b | | | | | |
| | MA.3 | 3.5 | | | | | | |
| | SC.5 | | | | | | | |
| X.8 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / b | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 1 / a | | | |
| | MA.2 | 1.8 | MA / VII.. / 9-12 / 1 / b | | | | | |
| | MA.3 | 3.5 | | | | | | |
| | SC.5 | | | | | | | |
| X.9 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 1 / a | | | |
| | MA.2 | 1.8 | MA / I.. / 9-12 / 1 / b | | | | | |
| | SC.5 | | MA / VII.. / 9-12 / 1 / b | | | | | |
| Y.1 | CA.5 | 1.6 | MA / I.. / 9-12 / 2 / a | CA / IV.. / 9-12 / 1 / b | SC / II.B / 9-12 / 1 / a | | | |
| | MA.1 | 3.7 | | | | | | |
| | SC.1 | 4.6 | | | | | | |
| Y.2 | CA.5 | 1.6 | MA / I.. / 9-12 / 2 / a | CA / IV.. / 9-12 / 1 / b | SC / II.B / 9-12 / 1 / a | | | |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1<br>SC.1 | 3.7<br>4.6 | | | | | | |
| Y.3 | CA.5<br>SC.1 | 3.7<br>4.6 | | CA / IV.. / 9-12 / 1 / b | SC / II.B / 9-12 / 1 / a | | | |
| Y.4 | CA.5<br>SC.1 | 3.7<br>4.6 | | CA / IV.. / 9-12 / 1 / b | SC / II.B / 9-12 / 1 / a | | | |
| Y.5 | CA.5<br>MA.1<br>SC.1 | 1.6<br>3.7<br>4.6 | MA / I.. / 9-12 / 2 / a | CA / IV.. / 9-12 / 1 / b | SC / II.B / 9-12 / 1 / a | | | |
| Y.6 | CA.5<br>MA.1<br>SC.1 | 1.6<br>3.7<br>4.6 | MA / I.. / 9-12 / 2 / a | CA / IV.. / 9-12 / 1 / b | SC / II.B / 9-12 / 1 / a | | | |
| Y.7 | CA.5<br>MA.1<br>SC.1 | 1.6<br>3.7<br>4.6 | MA / I.. / 9-12 / 2 / a | CA / IV.. / 9-12 / 2 / a | SC / II.B / 9-12 / 1 / a | | | |
| Y.8 | CA.5<br>MA.4<br>SC.1 | 3.1<br>3.7<br>4.6 | MA / I.. / 9-12 / 2 / b | CA / IV.. / 9-12 / 2 / a | SC / II.B / 9-12 / 1 / a | | | |
| Z.1 | CA.1<br>CA.3 | 4.2<br>4.3 | | CA / I.. / 9-12 / 1 / b | | | | |
| Z.2 | | 4.4<br>4.5<br>4.6 | | | | | | |
| Z.3 | CA.5 | 4.3<br>4.4 | | CA / I.. / 9-12 / 3 / b | | | | |
| Z.4 | CA.1 | 2.1<br>2.2<br>2.3<br>2.7 | | | | | | |
| Z.5 | | 2.3<br>4.4 | | | | | | |
| Z.6 | CA.1 | 2.1 | | CA / I.. / 9-12 / 1 / b | | | | |

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# Auto Collision Technology

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| Z.7 | | 4.4 | | | | | | |
| Z.8 | | 4.3 | | | | | | |
| Z.9 | | 2.6<br>4.8 | | | | | | |
| Z.10 | CA 6 | 4.6 | | | | | | |

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## = same Frameworks as previous competency ### = "to know" statements may not be applicable

**NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Building Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A.1 | CA.3 | 1.2 | | CA / I.. / 9-12 / 2 / c | | | | |
| | CA.6 | 1.5 | | CA / I.. / 9-12 / 3 / f | | | | |
| | SC.8 | 3.5 | | CA / I.. / 9-12 / 6 / d | | | | |
| | SS.4 | 4.3 | | CA / II.. / 9-12 / 5 / * | | | | |
| A.2 | CA.3 | 1.5 | | CA / I.. / 9-12 / 2 / c | | | HP / I.A / 9-12 / 1 / a | |
| | CA.6 | 3.1 | | CA / I.. / 9-12 / 3 / f | | | HP / I.A / 9-12 / 2 / a | |
| | HP.2 | 3.2 | | CA / I.. / 9-12 / 6 / d | | | HP / II.A / 9-12 / 1 / a | |
| | HP.5 | 4.1 | | CA / II.. / 9-12 / 5 / * | | | HP / II.A / 9-12 / 2 / a | |
| | HP.7 | 4.6 | | | | | HP / II.A / 9-12 / 3 / a | |
| | | 4.7 | | | | | HP / II.A / 9-12 / 4 / a | |
| | | | | | | | HP / II.B / 9-12 / 5 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.A / 9-12 / 10 / a | |
| | | | | | | | HP / III.A / 9-12 / 11 / a | |
| | | | | | | | HP / III.A / 9-12 / 12 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| A.3 | CA.3 | 1.5 | | CA / I.. / 9-12 / 2 / c | | | HP / I.A / 9-12 / 1 / a | |
| | HP.1 | 1.7 | | CA / I.. / 9-12 / 3 / f | | | HP / I.A / 9-12 / 2 / a | |
| | HP.2 | 3.3 | | CA / I.. / 9-12 / 6 / d | | | HP / II.A / 9-12 / 1 / a | |
| | HP.4 | 3.7 | | CA / II.. / 9-12 / 5 / * | | | HP / II.A / 9-12 / 2 / a | |
| | HP.7 | 4.6 | | CA / IV.. / 9-12 / 1 / b | | | HP / II.A / 9-12 / 3 / a | |
| | | 4.7 | | CA / IV.. / 9-12 / 1 / c | | | HP / II.A / 9-12 / 4 / a | |
| | | | | CA / IV.. / 9-12 / 1 / d | | | HP / II.B / 9-12 / 5 / a | |
| | | | | CA / IV.. / 9-12 / 1 / e | | | HP / II.D / 9-12 / 1 / a | |
| | | | | CA / IV.. / 9-12 / 1 / f | | | HP / II.D / 9-12 / 1 / b | |
| | | | | CA / IV.. / 9-12 / 1 / g | | | HP / III.A / 9-12 / 10 / a | |
| | | | | CA / IV.. / 9-12 / 1 / h | | | HP / III.A / 9-12 / 11 / a | |
| | | | | | | | HP / III.A / 9-12 / 12 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| A.4 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / I.A / 9-12 / 1 / a | |
| | HP.7 | 3.2 | | CA / I.. / 9-12 / 2 / d | | | HP / I.A / 9-12 / 2 / a | |

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Competency Profile Date: 1989

## *Building Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.7 | | CA / I.. / 9-12 / 3 / c<br>CA / I.. / 9-12 / 3 / f<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 5 / * | | | HP / II.A / 9-12 / 1 / a<br>HP / II.A / 9-12 / 2 / a<br>HP / II.A / 9-12 / 3 / a<br>HP / II.A / 9-12 / 4 / a<br>HP / II.B / 9-12 / 5 / a<br>HP / II.D / 9-12 / 1 / a<br>HP / II.D / 9-12 / 1 / b<br>HP / III.A / 9-12 / 10 / a<br>HP / III.A / 9-12 / 11 / a<br>HP / III.A / 9-12 / 12 / a<br>HP / III.D / 9-12 / 1 / a<br>HP / III.D / 9-12 / 1 / b | |
| A 5 | CA 3 | 1.5 | | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / d<br>CA / I.. / 9-12 / 3 / c<br>CA / I.. / 9-12 / 3 / f<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 5 / * | | | HP / I.A / 9-12 / 1 / a<br>HP / I.A / 9-12 / 2 / a<br>HP / II.A / 9-12 / 1 / a<br>HP / II.A / 9-12 / 2 / a<br>HP / II.A / 9-12 / 3 / a<br>HP / II.A / 9-12 / 4 / a<br>HP / II.B / 9-12 / 5 / a<br>HP / II.D / 9-12 / 1 / a<br>HP / II.D / 9-12 / 1 / b<br>HP / III.A / 9-12 / 10 / a<br>HP / III.A / 9-12 / 11 / a<br>HP / III.A / 9-12 / 12 / a<br>HP / III.D / 9-12 / 1 / a<br>HP / III.D / 9-12 / 1 / b<br>HP / V.B / 9-12 / 1 / a<br>HP / V.B / 9-12 / 1 / b | |
| A 6 | CA 3 | 1.5 | | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / d<br>CA / I.. / 9-12 / 3 / c<br>CA / I.. / 9-12 / 3 / f<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 5 / * | | | HP / I.A / 9-12 / 1 / a<br>HP / I.A / 9-12 / 2 / a<br>HP / II.A / 9-12 / 1 / a<br>HP / II.A / 9-12 / 2 / a<br>HP / II.A / 9-12 / 3 / a<br>HP / II.A / 9-12 / 4 / a<br>HP / II.B / 9-12 / 5 / a | |

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# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | HP / II.D / 9-12 / 1 / a<br>HP / II.D / 9-12 / 1 / b<br>HP / III.A / 9-12 / 10 / a<br>HP / III.A / 9-12 / 11 / a<br>HP / III.A / 9-12 / 12 / a<br>HP / III.D / 9-12 / 1 / a<br>HP / III.D / 9-12 / 1 / b<br>HP / V.B / 9-12 / 1 / a<br>HP / V.B / 9-12 / 1 / b | |
| A.7 | CA.3<br>MA.1<br>MA.2<br>MA.3<br>MA.4<br>MA.5<br>MA.6<br>SS.7 | 1.5<br>1.6<br>3.1 | MA / I.. / 9-12 / 2 / b<br>MA / I.. / 9-12 / 2 / c<br>MA / I.. / 9-12 / 2 / d<br>MA / I.. / 9-12 / 2 / e<br>MA / II.. / 9-12 / 3 / b<br>MA / II.. / 9-12 / 3 / g<br>MA / II.. / 9-12 / 4 / b<br>MA / II.. / 9-12 / 4 / g<br>MA / III.. / 9-12 / 2 / b<br>MA / III.. / 9-12 / 2 / c<br>MA / III.. / 9-12 / 2 / d<br>MA / III.. / 9-12 / 3 / b<br>MA / III.. / 9-12 / 3 / c<br>MA / III.. / 9-12 / 3 / d<br>MA / III.. / 9-12 / 4 / b<br>MA / III.. / 9-12 / 4 / c<br>MA / III.. / 9-12 / 4 / d<br>MA / IV.. / 9-12 / 3 / c | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / d<br>CA / I.. / 9-12 / 3 / c<br>CA / I.. / 9-12 / 3 / f<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 5 / * | | | | |
| A.8 | CA.3<br>CA.5<br>MA.1<br>MA.2<br>MA.3<br>MA.4<br>MA.5<br>MA.6 | 1.2<br>1.5<br>3.5<br>3.8<br>4.6 | MA / I.. / 9-12 / 1 / b<br>MA / I.. / 9-12 / 1 / c<br>MA / I.. / 9-12 / 1 / d<br>MA / I.. / 9-12 / 1 / e<br>MA / I.. / 9-12 / 2 / b<br>MA / I.. / 9-12 / 2 / c<br>MA / I.. / 9-12 / 2 / d<br>MA / I.. / 9-12 / 2 / e | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / d<br>CA / I.. / 9-12 / 3 / c<br>CA / I.. / 9-12 / 3 / f<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 5 / * | | SS / I.D / 9-12 / 5 / d<br>SS / I.D / 9-12 / 5 / h<br>SS / I.D / 9-12 / 5 / i | | |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Building Maintenance

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / I.. / 9-12 / 3 / b<br>MA / I.. / 9-12 / 3 / c<br>MA / I.. / 9-12 / 3 / d<br>MA / I.. / 9-12 / 3 / e<br>MA / I.. / 9-12 / 4 / b<br>MA / I.. / 9-12 / 4 / c<br>MA / I.. / 9-12 / 4 / d<br>MA / I.. / 9-12 / 4 / e<br>MA / II.. / 9-12 / 1 / d<br>MA / II.. / 9-12 / 1 / e<br>MA / II.. / 9-12 / 1 / h<br>MA / II.. / 9-12 / 2 / d<br>MA / II.. / 9-12 / 2 / e<br>MA / II.. / 9-12 / 2 / h<br>MA / II.. / 9-12 / 3 / d<br>MA / II.. / 9-12 / 3 / e<br>MA / II.. / 9-12 / 3 / h<br>MA / II.. / 9-12 / 4 / d<br>MA / II.. / 9-12 / 4 / e<br>MA / II.. / 9-12 / 4 / h<br>MA / III.. / 9-12 / 1 / *<br>MA / III.. / 9-12 / 2 / *<br>MA / III.. / 9-12 / 3 / *<br>MA / III.. / 9-12 / 4 / *<br>MA / III.. / 9-12 / 5 / *<br>MA / IV.. / 9-12 / 2 / c<br>MA / IV.. / 9-12 / 3 / c<br>MA / V.. / 9-12 / 1 / c<br>MA / V.. / 9-12 / 3 / c<br>MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / i<br>MA / VI.. / 9-12 / 2 / a<br>MA / VI.. / 9-12 / 2 / i<br>MA / VI.. / 9-12 / 3 / a<br>MA / VI.. / 9-12 / 3 / i | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
## = same Frameworks as previous competency ### = "to know" statements may not be applicable

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# *Building Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| B.1 | CA.3 | 1.2 | | CA / I.. / 9-12 / 2 / c | | | HP / I.A / 9-12 / 1 / a | |
| | CA.6 | 1.5 | | CA / I.. / 9-12 / 3 / 1 | | | HP / I.A / 9-12 / 2 / a | |
| | SC.8 | 3.5 | | CA / I.. / 9-12 / 6 / d | | | HP / II.A / 9-12 / 1 / a | |
| | SS.4 | 4.3 | | CA / II.. / 9-12 / 5 / * | | | HP / II.A / 9-12 / 2 / a | |
| | | 4.6 | | | | | HP / II.A / 9-12 / 3 / a | |
| | | 4.7 | | | | | HP / II.A / 9-12 / 4 / a | |
| | | | | | | | HP / II.B / 9-12 / 5 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.A / 9-12 / 10 / a | |
| | | | | | | | HP / III.A / 9-12 / 11 / a | |
| | | | | | | | HP / III.A / 9-12 / 12 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| B.2 | CA.3 | 1.5 | | CA / I.. / 9-12 / 2 / c | | | HP / I.A / 9-12 / 1 / a | |
| | HP.2 | 3.1 | | CA / I.. / 9-12 / 3 / 1 | | | HP / I.A / 9-12 / 2 / a | |
| | HP.5 | 3.2 | | CA / I.. / 9-12 / 6 / d | | | HP / II.A / 9-12 / 1 / a | |
| | | 4.1 | | CA / II.. / 9-12 / 5 / * | | | HP / II.A / 9-12 / 2 / a | |
| | | 4.6 | | | | | HP / II.A / 9-12 / 3 / a | |
| | | 4.7 | | | | | HP / II.A / 9-12 / 4 / a | |
| | | | | | | | HP / II.B / 9-12 / 5 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.A / 9-12 / 10 / a | |
| | | | | | | | HP / III.A / 9-12 / 11 / a | |
| | | | | | | | HP / III.A / 9-12 / 12 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| B.3 | CA.3 | 1.5 | | CA / I.. / 9-12 / ## / # | | | HP / I.A / 9-12 / ## / # | |
| | HP.2 | 3.1 | | | | | | |
| | HP.5 | 3.2 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |

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# *Building Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| B.4 | MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I. / 9-12 / 4 / b<br>MA / I. / 9-12 / 4 / c<br>MA / III. / 9-12 / 2 / c<br>MA / III. / 9-12 / 2 / d<br>MA / IV. / 9-12 / 1 / *<br>MA / IV. / 9-12 / 2 / *<br>MA / IV. / 9-12 / 3 / * | CA / I. / 9-12 / 1 / b<br>CA / I. / 9-12 / 2 / d<br>CA / I. / 9-12 / 3 / c<br>CA / I. / 9-12 / 3 / f<br>CA / I. / 9-12 / 6 / d<br>CA / II. / 9-12 / 5 / * | | | | |
| B.5 | MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | | | | |
| B.6 | MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | | | | |
| B.7 | | | | | | | | |
| B.8 | MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I. / 9-12 / 4 / b<br>MA / I. / 9-12 / 4 / c<br>MA / III. / 9-12 / 2 / c<br>MA / III. / 9-12 / 2 / d<br>MA / IV. / 9-12 / 1 / *<br>MA / IV. / 9-12 / 2 / *<br>MA / IV. / 9-12 / 3 / * | CA / I. / 9-12 / 1 / b<br>CA / I. / 9-12 / 2 / d<br>CA / I. / 9-12 / 3 / c<br>CA / I. / 9-12 / 3 / f<br>CA / I. / 9-12 / 6 / d<br>CA / II. / 9-12 / 5 / * | | | | |
| B.9 | MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | | | | |
| B.10 | MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | | | | |

91

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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# Building Maintenance

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.6 | | | | | | |
| B.11 | WA.1 | 1.5 | [illegible] | [illegible] | | | | |
| | WA.2 | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| B.12 | WA.1 | 1.5 | [illegible] | [illegible] | | | | |
| | WA.2 | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| B.13 | WA.1 | 1.5 | [illegible] | [illegible] | | | | |
| | WA.2 | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| C.1 | CA.3 | 1.2 | [illegible] | [illegible] | | | [illegible] | |
| | CA.6 | 1.5 | [illegible] | [illegible] | | | [illegible] | |
| | HP.2 | 3.5 | [illegible] | [illegible] | | | [illegible] | |
| | HP.6 | 4.5 | [illegible] | [illegible] | | | [illegible] | |
| | HP.7 | | [illegible] | | | | [illegible] | |
| | SC.8 | | [illegible] | | | | [illegible] | |
| | SS.6 | | [illegible] | | | | [illegible] | |
| | | | | | | | [illegible] | |
| | | | | | | | [illegible] | |
| | | | | | | | [illegible] | |
| | | | | | | | [illegible] | |
| | | | | | | | [illegible] | |
| | | | | | | | [illegible] | |
| | | | | | | | [illegible] | |
| C.2 | CA.3 | 1.5 | [illegible] | [illegible] | | | | |
| | WA.1 | 3.1 | [illegible] | [illegible] | | | | |
| | WA.2 | 3.2 | [illegible] | [illegible] | | | | |
| | | 3.5 | [illegible] | [illegible] | | | | |

KEY: [illegible]

## *Building Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.6 | MA / IV.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / d | | | | |
| | | | MA / IV.. / 9-12 / 2 / * | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | | | |
| C.3 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| C.4 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| C.5 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| C.6 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| C.7 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| C.8 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| C.9 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |

**KEY:**
* = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| C.10 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| C.11 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| C.12 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| D.1 | CA.3 | 1.2 | MA / I.. / 9-12 / 4 / b | CA / I.. / 9-12 / 2 / c | | | HP / I.A / 9-12 / 1 / a | |
| | CA.6 | 1.5 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 3 / f | | | HP / I.A / 9-12 / 2 / a | |
| | HP.2 | 3.5 | MA / III.. / 9-12 / 2 / c | CA / I.. / 9-12 / 6 / d | | | HP / II.A / 9-12 / 1 / a | |
| | HP.4 | 4.3 | MA / III.. / 9-12 / 2 / d | CA / II.. / 9-12 / 5 / * | | | HP / II.A / 9-12 / 2 / a | |
| | HP.7 | | MA / IV.. / 9-12 / 1 / * | | | | HP / II.A / 9-12 / 3 / a | |
| | SC.8 | | MA / IV.. / 9-12 / 2 / * | | | | HP / II.A / 9-12 / 4 / a | |
| | SS.4 | | MA / IV.. / 9-12 / 3 / * | | | | HP / II.B / 9-12 / 5 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.A / 9-12 / 10 / a | |
| | | | | | | | HP / III.A / 9-12 / 11 / a | |
| | | | | | | | HP / III.A / 9-12 / 12 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| D.2 | CA.3 | 1.5 | MA / I.. / 9-12 / 4 / b | CA / I.. / 9-12 / 1 / b | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Building Maintenance

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1<br>MA.2 | 3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 4 / c<br>MA / III.. / 9-12 / 2 / c<br>MA / III.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 1 / *<br>MA / IV.. / 9-12 / 2 / *<br>MA / IV.. / 9-12 / 3 / * | CA / I.. / 9-12 / 2 / d<br>CA / I.. / 9-12 / 3 / c<br>CA / I.. / 9-12 / 3 / f<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 5 / * | | | | |
| D.3 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| D.4 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| D.5 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| D.6 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| D.7 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| E.1 | CA.3<br>CA.6<br>HP.2 | 1.2<br>1.5<br>3.5 | MA / I.. / 9-12 / 4 / b<br>MA / I.. / 9-12 / 4 / c<br>MA / III.. / 9-12 / 2 / c | CA / I.. / 9-12 / 2 / c<br>CA / I.. / 9-12 / 3 / f<br>CA / I.. / 9-12 / 6 / d | | | HP / I.A / 9-12 / 1 / a<br>HP / I.A / 9-12 / 2 / a<br>HP / II.A / 9-12 / 1 / a | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
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99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.4<br>HP.7<br>SC.8<br>SS.4 | 4.3 | MA / III.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 1 / *<br>MA / IV.. / 9-12 / 2 / *<br>MA / IV.. / 9-12 / 3 / * | CA / II.. / 9-12 / 5 / * | | | HP / II.A / 9-12 / 2 / a<br>HP / II.A / 9-12 / 3 / a<br>HP / II.A / 9-12 / 4 / a<br>HP / II.B / 9-12 / 5 / a<br>HP / II.D / 9-12 / 1 / a<br>HP / II.D / 9-12 / 1 / b<br>HP / III.A / 9-12 / 10 / a<br>HP / III.A / 9-12 / 11 / a<br>HP / III.A / 9-12 / 12 / a<br>HP / III.D / 9-12 / 1 / a<br>HP / III.D / 9-12 / 1 / b | |
| E.2 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 4 / b<br>MA / I.. / 9-12 / 4 / c<br>MA / III.. / 9-12 / 2 / c<br>MA / III.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 1 / *<br>MA / IV.. / 9-12 / 2 / *<br>MA / IV.. / 9-12 / 3 / * | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / d<br>CA / I.. / 9-12 / 3 / c<br>CA / I.. / 9-12 / 3 / f<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 5 / * | | | | |
| E.3 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| E.4 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| E.5 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| E.6 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |

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# *Building Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA 1 | 3.1 | | | | | | |
| | MA 2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| E.7 | CA 3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA 1 | 3.1 | | | | | | |
| | MA 2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| E.8 | CA 3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA 1 | 3.1 | | | | | | |
| | MA 2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| E.9 | CA 3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA 1 | 3.1 | | | | | | |
| | MA 2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| E.10 | CA 3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA 1 | 3.1 | | | | | | |
| | MA 2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| E.11 | CA 3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA 1 | 3.1 | | | | | | |
| | MA 2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| E.12 | CA 3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA 1 | 3.1 | | | | | | |
| | MA 2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1989

# *Building Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| F.1 | CA.3 | 1.2 | MA / I. / 9-12 / 4 / b | CA / I. / 9-12 / 2 / c | | | HP / I.A / 9-12 / 1 / a | |
| | CA.6 | 1.5 | MA / I. / 9-12 / 4 / c | CA / I. / 9-12 / 3 / 1 | | | HP / I.A / 9-12 / 2 / a | |
| | HP.2 | 3.5 | MA / III. / 9-12 / 2 / c | CA / I. / 9-12 / 6 / d | | | HP / II.A / 9-12 / 1 / a | |
| | HP.4 | 4.3 | MA / III. / 9-12 / 2 / d | CA / II. / 9-12 / 5 / * | | | HP / II.A / 9-12 / 2 / a | |
| | HP.7 | | MA / IV. / 9-12 / 1 / * | | | | HP / II.A / 9-12 / 3 / a | |
| | SC.8 | | MA / IV. / 9-12 / 2 / * | | | | HP / II.A / 9-12 / 4 / a | |
| | SS.4 | | MA / IV. / 9-12 / 3 / * | | | | HP / II.B / 9-12 / 5 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.A / 9-12 / 10 / a | |
| | | | | | | | HP / III.A / 9-12 / 11 / a | |
| | | | | | | | HP / III.A / 9-12 / 12 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| F.2 | CA.3 | 1.5 | MA / I. / 9-12 / 4 / b | CA / I. / 9-12 / 1 / b | | | | |
| | MA.1 | 3.1 | MA / I. / 9-12 / 4 / c | CA / I. / 9-12 / 2 / d | | | | |
| | MA.2 | 3.2 | MA / III. / 9-12 / 2 / c | CA / I. / 9-12 / 3 / c | | | | |
| | | 3.5 | MA / III. / 9-12 / 2 / d | CA / I. / 9-12 / 3 / 1 | | | | |
| | | 4.6 | MA / IV. / 9-12 / 1 / * | CA / I. / 9-12 / 6 / d | | | | |
| | | | MA / IV. / 9-12 / 2 / * | CA / II. / 9-12 / 5 / * | | | | |
| | | | MA / IV. / 9-12 / 3 / * | | | | | |
| F.3 | CA.3 | 1.5 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| F.4 | CA.3 | 1.5 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| F.5 | CA.3 | 1.5 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |

KEY: * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1989

# *Building Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| F.6 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| F.7 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| F.8 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| G.1 | CA.3 | 1.2 | MA / I.. / 9-12 / 4 / b | CA / I.. / 9-12 / 2 / c | | | HP / I.A / 9-12 / 1 / a | |
| | CA.6 | 1.5 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 3 / f | | | HP / I.A / 9-12 / 2 / a | |
| | HP.2 | 3.5 | MA / III.. / 9-12 / 2 / c | CA / I.. / 9-12 / 6 / d | | | HP / II.A / 9-12 / 1 / a | |
| | HP.4 | 4.3 | MA / III.. / 9-12 / 2 / d | CA / II.. / 9-12 / 5 / * | | | HP / II.A / 9-12 / 2 / a | |
| | HP.7 | | MA / IV.. / 9-12 / 1 / * | | | | HP / II.A / 9-12 / 3 / a | |
| | SC.8 | | MA / IV.. / 9-12 / 2 / * | | | | HP / II.A / 9-12 / 4 / a | |
| | SS.4 | | MA / IV.. / 9-12 / 3 / * | | | | HP / II.B / 9-12 / 5 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.A / 9-12 / 10 / a | |
| | | | | | | | HP / III.A / 9-12 / 11 / a | |
| | | | | | | | HP / III.A / 9-12 / 12 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| G.2 | CA.3 | 1.5 | MA / I.. / 9-12 / 4 / b | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.1 | 3.1 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 3.2 | MA / III.. / 9-12 / 2 / c | CA / I.. / 9-12 / 3 / c | | | | |

**KEY:** * = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# *Building Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.5<br>4.6 | MA / III.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 1 / *<br>MA / IV.. / 9-12 / 2 / *<br>MA / IV.. / 9-12 / 3 / * | CA / I.. / 9-12 / 3 / I<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 5 / * | | | | |
| G.3 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| G.4 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| G.5 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| G.6 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| G.7 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| G.8 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |

**KEY:** * = may use all "to do" statements
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99 = "to know" statements may not be applicable

Competency Profile Date: 1989

# Building Maintenance

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| G.9 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| G.10 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| H.1 | CA.3<br>CA.6<br>HP.2<br>HP.4<br>HP.7<br>SC.8<br>SS.4 | 1.2<br>1.5<br>3.5<br>4.3 | MA / I.. / 9-12 / 4 / b<br>MA / I.. / 9-12 / 4 / c<br>MA / III.. / 9-12 / 2 / c<br>MA / III.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 1 / *<br>MA / IV.. / 9-12 / 2 / *<br>MA / IV.. / 9-12 / 3 / * | CA / I.. / 9-12 / 2 / c<br>CA / I.. / 9-12 / 3 / f<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 5 / * | | | HP / I.A / 9-12 / 1 / a<br>HP / I.A / 9-12 / 2 / a<br>HP / II.A / 9-12 / 1 / a<br>HP / II.A / 9-12 / 2 / a<br>HP / II.A / 9-12 / 3 / a<br>HP / II.A / 9-12 / 4 / a<br>HP / II.B / 9-12 / 5 / a<br>HP / II.D / 9-12 / 1 / a<br>HP / II.D / 9-12 / 1 / b<br>HP / III.A / 9-12 / 10 / a<br>HP / III.A / 9-12 / 11 / a<br>HP / III.A / 9-12 / 12 / a<br>HP / III.D / 9-12 / 1 / a<br>HP / III.D / 9-12 / 1 / b | |
| H.2 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2<br>3.5<br>4.6 | MA / I.. / 9-12 / 4 / b<br>MA / I.. / 9-12 / 4 / c<br>MA / III.. / 9-12 / 2 / c<br>MA / III.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 1 / *<br>MA / IV.. / 9-12 / 2 / *<br>MA / IV.. / 9-12 / 3 / * | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / d<br>CA / I.. / 9-12 / 3 / c<br>CA / I.. / 9-12 / 3 / f<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 5 / * | | | | |
| H.3 | CA.3<br>MA.1<br>MA.2 | 1.5<br>3.1<br>3.2 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |

| KEY: | |
|---|---|
| * = may use all "to do" statements | # = same Frameworks as previous competency |
| 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1989

# *Building Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| H.4 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| H.5 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| H.6 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| H.7 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| H.8 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| H.9 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| I.1 | CA.3 | 1.2 | MA / I.. / 9-12 / 4 / b | CA / I.. / 5-8 / 2 / a | | | HP / I.A / 9-12 / 1 / a | |
| | CA.6 | 1.5 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 2 / c | | | HP / I.A / 9-12 / 2 / a | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.2 | 3.5 | MA / III.. / 9-12 / 2 / c | CA / I.. / 9-12 / 3 / f | | | HP / II.A / 9-12 / 1 / a | |
| | HP.4 | 4.3 | MA / III.. / 9-12 / 2 / d | CA / I.. / 9-12 / 6 / d | | | HP / II.A / 9-12 / 2 / a | |
| | HP.7 | | MA / IV.. / 9-12 / 1 / * | CA / II.. / 9-12 / 5 / * | | | HP / II.A / 9-12 / 3 / a | |
| | SC.8 | | MA / IV.. / 9-12 / 2 / * | | | | HP / II.A / 9-12 / 4 / a | |
| | SS.4 | | MA / IV.. / 9-12 / 3 / * | | | | HP / II.B / 9-12 / 5 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.A / 9-12 / 10 / a | |
| | | | | | | | HP / III.A / 9-12 / 11 / a | |
| | | | | | | | HP / III.A / 9-12 / 12 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| I.2 | CA.3 | 1.5 | MA / I.. / 9-12 / 4 / b | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.1 | 3.1 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 3.2 | MA / III.. / 9-12 / 2 / c | CA / I.. / 9-12 / 3 / c | | | | |
| | | 3.5 | MA / III.. / 9-12 / 2 / d | CA / I.. / 9-12 / 3 / f | | | | |
| | | 4.6 | MA / IV.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / d | | | | |
| | | | MA / IV.. / 9-12 / 2 / * | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | | | |
| I.3 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| I.4 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| I.5 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |

**KEY:**
* = may use all 'to do' statements
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99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| I.6 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| I.7 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| I.8 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| I.9 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| I.10 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| I.11 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| I.12 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |

KEY: ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.6 | | | | | | |
| J.1 | CA 3 | 1.2 | MA / I.. / 9-12 / 4 / b | CA / I.. / 9-12 / 2 / c | | | HP / I.A / 9-12 / 1 / a | |
| | CA 6 | 1.5 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 3 / f | | | HP / I.A / 9-12 / 2 / a | |
| | HP 2 | 3.5 | MA / III.. / 9-12 / 2 / c | CA / I.. / 9-12 / 6 / d | | | HP / II.A / 9-12 / 1 / a | |
| | HP 4 | 4.3 | MA / III.. / 9-12 / 2 / d | CA / II.. / 9-12 / 5 / * | | | HP / II.A / 9-12 / 2 / a | |
| | HP 7 | | MA / IV.. / 9-12 / 1 / * | | | | HP / II.A / 9-12 / 3 / a | |
| | SC 8 | | MA / IV.. / 9-12 / 2 / * | | | | HP / II.A / 9-12 / 4 / a | |
| | SS 4 | | MA / IV.. / 9-12 / 3 / * | | | | HP / II.B / 9-12 / 5 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / a | |
| | | | | | | | HP / II.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.A / 9-12 / 10 / a | |
| | | | | | | | HP / III.A / 9-12 / 11 / a | |
| | | | | | | | HP / III.A / 9-12 / 12 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| J.2 | CA 3 | 1.5 | MA / I.. / 9-12 / 4 / b | CA / I.. / 9-12 / 1 / b | | | | |
| | MA 1 | 3.1 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 2 / d | | | | |
| | MA 2 | 3.2 | MA / III.. / 9-12 / 2 / c | CA / I.. / 9-12 / 3 / c | | | | |
| | | 3.5 | MA / III.. / 9-12 / 2 / d | CA / I.. / 9-12 / 3 / f | | | | |
| | | 4.6 | MA / IV.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / d | | | | |
| | | | MA / IV.. / 9-12 / 2 / * | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | | | |
| J.3 | CA 3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA 1 | 3.1 | | | | | | |
| | MA 2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| J.4 | CA 3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA 2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| J.5 | CA 3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| J.6 | CA.3 | 1.5 | MA / 1.. / 9-12 / 98 / # | CA / 1.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| J.7 | CA.3 | 1.5 | MA / 1.. / 9-12 / 98 / # | CA / 1.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| J.8 | CA.3 | 1.5 | MA / 1.. / 9-12 / 98 / # | CA / 1.. / 9-12 / 98 / # | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.6 | | | | | | |
| K.1 | CA.1 | 4.2 | | CA / 1.. / 9-12 / 1 / b | | | | |
| | CA.3 | 4.3 | | | | | | |
| K.2 | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| K.3 | CA.5 | 4.3 | | CA / 1.. / 9-12 / 3 / b | | | | |
| | | 4.4 | | | | | | |
| K.4 | CA.1 | 2.1 | | | | | | |
| | | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.7 | | | | | | |
| K.5 | | 2.3 | | | | | | |
| | | 4.4 | | | | | | |
| K.6 | CA.1 | 2.1 | | CA / 1.. / 9-12 / 1 / b | | | | |
| K.7 ' | | 4.4 | | | | | | |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| K.8 | | 4.3 | | | | | | |
| K.9 | | 2.6<br>4.8 | | | | | | |
| K.10 | CA.6 | 4.6 | | | | | | |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

An asterisk (*) in the curriculum frameworks column(s) indicates all "to do" statements in that section are applicable. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

*Cross-Reference to Show-Me Standards (main report)*

# *Cabinetmaking*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A.1 | CA.6 | 2.3 | | CA / IV.. / 9-12 / 1 / e | SC / II.A / 9-12 / 1 / a | | HP / II.D / 9-12 / 1 / b | |
| | HP.6 | 4.1 | | CA / IV.. / 9-12 / 1 / g | | | | |
| | SC.8 | 4.3 | | | | | | |
| | | 4.7 | | | | | | |
| A.2 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | SS / I.B / 9-12 / 1 / f | HP / I.B / 9-12 / 2 / a | |
| | HP.2 | | | CA / I.. / 9-12 / 2 / c | | | | |
| | SS.6 | | | | | | | |
| A.3 | MA.1 | 1.4 | MA / I.. / 9-12 / 2 / a | | | | | |
| | MA.2 | 1.5 | MA / I.. / 9-12 / 2 / b | | | | | |
| | MA.5 | 1.10 | MA / I.. / 9-12 / 2 / c | | | | | |
| | MA.6 | 3.2 | MA / I.. / 9-12 / 2 / d | | | | | |
| | | 3.3 | MA / I.. / 9-12 / 2 / e | | | | | |
| | | 3.4 | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | 3.8 | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / b | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / b | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 1 / j | | | | | |
| | | | MA / VI.. / 9-12 / 1 / k | | | | | |
| | | | MA / VI.. / 9-12 / 1 / l | | | | | |
| A.4 | MA.1 | 1.4 | MA / I.. / 9-12 / 2 / a | | | | | |
| | MA.2 | 1.5 | MA / I.. / 9-12 / 2 / b | | | | | |

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# *Cabinetmaking*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | MA.5 | 1.7 | MA / I.. / 9-12 / 2 / c |  |  |  |  |  |
|  | MA.6 | 1.10 | MA / I.. / 9-12 / 2 / d |  |  |  |  |  |
|  |  | 3.2 | MA / I.. / 9-12 / 2 / e |  |  |  |  |  |
|  |  | 3.3 | MA / IV.. / 9-12 / 3 / d |  |  |  |  |  |
|  |  | 3.4 | MA / V.. / 9-12 / 1 / a |  |  |  |  |  |
|  |  | 3.8 | MA / V.. / 9-12 / 1 / b |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 1 / c |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 2 / a |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 2 / b |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 2 / c |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / a |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / b |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / c |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / d |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / e |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / f |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / g |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / h |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / i |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / j |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / k |  |  |  |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / l |  |  |  |  |  |
| A.5 | MA.1 | 1.5 | MA / I.. / 9-12 / 1 / d |  |  |  |  |  |
|  | MA.2 | 1.10 | MA / I.. / 9-12 / 3 / a |  |  |  |  |  |
|  | MA.5 | 3.2 | MA / I.. / 9-12 / 3 / b |  |  |  |  |  |
|  |  | 3.3 | MA / I.. / 9-12 / 3 / c |  |  |  |  |  |
|  |  | 3.4 | MA / I.. / 9-12 / 3 / d |  |  |  |  |  |
|  |  | 3.6 | MA / I.. / 9-12 / 3 / e |  |  |  |  |  |
|  |  | 3.8 | MA / I.. / 9-12 / 4 / a |  |  |  |  |  |
|  |  |  | MA / I.. / 9-12 / 4 / b |  |  |  |  |  |
|  |  |  | MA / I.. / 9-12 / 4 / c |  |  |  |  |  |
|  |  |  | MA / I.. / 9-12 / 4 / d |  |  |  |  |  |
|  |  |  | MA / I.. / 9-12 / 4 / e |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / d |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 1 / a |  |  |  |  |  |

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Competency Profile Date: 1989

# Cabinetmaking

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 1 / b | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / j | | | | | |
| | | | MA / VI.. / 9-12 / 2 / k | | | | | |
| | | | MA / VI.. / 9-12 / 2 / l | | | | | |
| A 6 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / a | | | | | |
| | MA.1 | 1.6 | MA / I.. / 9-12 / 2 / b | | | | | |
| | MA.2 | 1.8 | MA / I.. / 9-12 / 3 / c | | | | | |
| | MA.3 | | MA / I.. / 9-12 / 4 / d | | | | | |
| | MA.4 | | MA / I.. / 9-12 / 4 / e | | | | | |
| | MA.5 | | MA / II.. / 9-12 / 1 / a | | | | | |
| | | | MA / II.. / 9-12 / 2 / b | | | | | |
| | | | MA / II.. / 9-12 / 2 / c | | | | | |
| | | | MA / II.. / 9-12 / 2 / e | | | | | |
| | | | MA / II.. / 9-12 / 2 / h | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / l | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / l | | | | | |

| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | | | |
| A.7 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / * | | | | | |
| | MA.1 | 1.6 | MA / I.. / 9-12 / 2 / * | | | | | |
| | MA.2 | 1.8 | MA / I.. / 9-12 / 3 / * | | | | | |
| | MA.3 | | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.4 | | MA / II.. / 9-12 / 1 / a | | | | | |
| | MA.5 | | MA / II.. / 9-12 / 1 / b | | | | | |
| | | | MA / II.. / 9-12 / 1 / c | | | | | |
| | | | MA / II.. / 9-12 / 1 / e | | | | | |
| | | | MA / II.. / 9-12 / 1 / h | | | | | |
| | | | MA / II.. / 9-12 / 2 / a | | | | | |
| | | | MA / II.. / 9-12 / 2 / b | | | | | |
| | | | MA / II.. / 9-12 / 2 / c | | | | | |
| | | | MA / II.. / 9-12 / 2 / e | | | | | |
| | | | MA / II.. / 9-12 / 2 / h | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |

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# *Cabinetmaking*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | | | |
| A.8 | CA.5 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.1 | 1.5 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 2 / a | | | | |
| | MA.3 | 1.6 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.5 | 1.7 | MA / I.. / 9-12 / 4 / * | CA / I.. / 9-12 / 3 / a | | | | |
| | | 1.8 | MA / II.. / 9-12 / 2 / a | CA / I.. / 9-12 / 3 / c | | | | |
| | | | MA / II.. / 9-12 / 2 / h | | | | | |
| | | | MA / II.. / 9-12 / 3 / a | | | | | |
| | | | MA / II.. / 9-12 / 3 / h | | | | | |
| | | | MA / II.. / 9-12 / 4 / a | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / IV.. / 9-12 / 1 / * | | | | | |
| | | | MA / IV.. / 9-12 / 2 / * | | | | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| A.9 | CA.5 | 1.10 | | CA / I.. / 9-12 / 1 / b | | | | |
| | | | | CA / I.. / 9-12 / 2 / a | | | | |
| | | | | CA / I.. / 9-12 / 2 / c | | | | |
| | | | | CA / I.. / 9-12 / 3 / a | | | | |
| | | | | CA / I.. / 9-12 / 3 / c | | | | |
| A.10 | CA.5 | 2.3 | | CA / IV.. / 9-12 / 1 / e | SC / I.A / 9-12 / 4 / a | | HP / II.D / 9-12 / 1 / b | |
| | HP.6 | 4.1 | | CA / IV.. / 9-12 / 1 / f | SC / II.A / 9-12 / 1 / a | | HP / III.C / 9-12 / 2 / a | |
| | SC.8 | 4.3 | | CA / IV.. / 9-12 / 1 / g | SC / II.B / 9-12 / 2 / a | | HP / III.C / 9-12 / 6 / a | |
| | | 4.7 | | | SC / IV.B / 9-12 / 3 / a | | HP / IV.D / 9-12 / 1 / a | |
| | | 4.7 | | | SC / IV.C / 9-12 / 1 / a | | HP / IV.D / 9-12 / 1 / b | |
| | | | | | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | | | | | SC / IV.C / 9-12 / 3 / a | | HP / IV.D / 9-12 / 3 / a | |
| | | | | | | | HP / V.B / 9-12 / 1 / a | |
| | | | | | | | HP / V.B / 9-12 / 1 / b | |
| | | | | | | | HP / V.B / 9-12 / 2 / a | |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | HP / V.B / 9-12 / 2 / b | |
| | | | | | | | HP / V.C / 9-12 / 1 / a | |
| | | | | | | | HP / V.C / 9-12 / 1 / b | |
| | | | | | | | HP / V.C / 9-12 / 2 / a | |
| | | | | | | | HP / V.C / 9-12 / 2 / b | |
| | | | | | | | HP / V.C / 9-12 / 3 / a | |
| A.11 | CA.5 | 1.1 | | CA / I.. / 9-12 / 1 / b | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.2 | 1.5 | | CA / IV.. / 9-12 / 1 / e | | | | |
| | | 1.10 | | CA / IV.. / 9-12 / 1 / f | | | | |
| | | 4.7 | | | | | | |
| A.12 | CA.1 | 1.5 | | CA / I.. / 9-12 / 1 / b | SC / II.A / 9-12 / 1 / a | SS / II.D / 9-12 / 3 / n | | |
| | CA.5 | 1.10 | | CA / I.. / 9-12 / 2 / a | SC / II.A / 9-12 / 2 / a | SS / II.D / 9-12 / 4 / n | | |
| | SC.3 | 2.5 | | CA / I.. / 9-12 / 2 / c | SC / VII.A / 9-12 / 2 / a | SS / II.D / 9-12 / 6 / n | | |
| | SC.4 | 2.7 | | CA / I.. / 9-12 / 3 / a | SC / VII.B / 9-12 / 2 / a | SS / II.D / 9-12 / 8 / n | | |
| | SC.8 | 3.1 | | CA / I.. / 9-12 / 3 / c | SC / VIII.A / 9-12 / 3 / a | SS / II.D / 9-12 / 9 / n | | |
| | SS.4 | 3.2 | | | SC / VIII.A / 9-12 / 3 / b | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.4 | | | | | | |
| A.13 | CA.1 | 1.5 | | CA / I.. / 9-12 / 1 / b | SC / II.A / 9-12 / 1 / a | SS / II.D / 9-12 / 3 / n | | |
| | CA.5 | 1.10 | | CA / I.. / 9-12 / 2 / a | SC / II.A / 9-12 / 2 / a | SS / II.D / 9-12 / 4 / n | | |
| | SC.3 | 2.5 | | CA / I.. / 9-12 / 2 / c | SC / VII.A / 9-12 / 2 / a | SS / II.D / 9-12 / 6 / n | | |
| | SC.4 | 2.7 | | CA / I.. / 9-12 / 3 / a | SC / VII.B / 9-12 / 2 / a | SS / II.D / 9-12 / 8 / n | | |
| | SC.8 | 3.1 | | CA / I.. / 9-12 / 3 / c | SC / VIII.A / 9-12 / 3 / a | SS / II.D / 9-12 / 9 / n | | |
| | SS.4 | 3.2 | | | SC / VIII.A / 9-12 / 3 / b | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.4 | | | | | | |
| A.14 | CA.5 | 1.10 | | CA / I.. / 9-12 / 1 / b | | | | |
| | | | | CA / I.. / 9-12 / 2 / a | | | | |
| | | | | CA / I.. / 9-12 / 2 / c | | | | |
| | | | | CA / I.. / 9-12 / 3 / a | | | | |

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## Cabinetmaking

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | CA / I.. / 9-12 / 3 / c | | | | |
| A.15 | CA.3<br>CA.6<br>FA.2 | 1.10<br>3.1<br>3.4<br>3.6<br>3.7<br>3.8<br>4.3<br>4.8 | | CA / IV.. / 9-12 / 3 / f | | | | |
| B.1 | CA.5<br>HP.6<br>SC.8 | 2.3<br>4.1<br>4.3<br>4.7<br>4.7 | | CA / IV.. / 9-12 / 1 / e<br>CA / IV.. / 9-12 / 1 / f<br>CA / IV.. / 9-12 / 1 / g | SC / I.A / 9-12 / 4 / a<br>SC / II.A / 9-12 / 1 / a<br>SC / II.B / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 3 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 3 / a | | HP / II.D / 9-12 / 1 / b<br>HP / III.C / 9-12 / 2 / a<br>HP / III.C / 9-12 / 6 / a<br>HP / IV.D / 9-12 / 1 / a<br>HP / IV.D / 9-12 / 1 / b<br>HP / IV.D / 9-12 / 2 / a<br>HP / IV.D / 9-12 / 3 / a<br>HP / V.B / 9-12 / 1 / a<br>HP / V.B / 9-12 / 1 / b<br>HP / V.B / 9-12 / 2 / a<br>HP / V.B / 9-12 / 2 / b<br>HP / V.C / 9-12 / 1 / a<br>HP / V.C / 9-12 / 1 / b<br>HP / V.C / 9-12 / 2 / a<br>HP / V.C / 9-12 / 2 / b<br>HP / V.C / 9-12 / 3 / a | |
| B.2 | CA.5<br>HP.6<br>SC.8 | 2.3<br>4.1<br>4.3<br>4.7 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | |
| B.3 | CA.5<br>HP.6<br>SC.8 | 2.3<br>4.1<br>4.3<br>4.7 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | |
| B.4 | CA.5 | 2.3 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | |

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# = same Frameworks as previous competency
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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.6 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | | 4.7 | | | | | | |
| B.5 | CA.5 | 2.3 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | |
| | HP.6 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | | 4.7 | | | | | | |
| B.6 | CA.5 | 2.3 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | |
| | HP.6 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | | 4.7 | | | | | | |
| B.7 | CA.5 | 2.3 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | |
| | HP.6 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | | 4.7 | | | | | | |
| B.8 | CA.5 | 2.3 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | |
| | HP.6 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | | 4.7 | | | | | | |
| B.9 | CA.5 | 2.3 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | |
| | HP.6 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | | 4.7 | | | | | | |
| B.10 | CA.5 | 2.3 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | |
| | HP.6 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | | 4.7 | | | | | | |
| B.11 | CA.5 | 2.3 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | |
| | HP.6 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | | 4.7 | | | | | | |
| C.1 | CA.1 | 1.10 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 2 / a | SC / I.A / 9-12 / 4 / a | | | FA / IV.A / 9-12 / 4 / a |
| | CA.5 | 2.5 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 2 / c | SC / III.C / 9-12 / 3 / a | | | FA / IV.A / 9-12 / 5 / a |

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Competency Profile Date: 1989

# *Cabinetmaking*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA 1 | 3.1 | MA / IV.. / 9-12 / 2 / b | CA / I.. / 9-12 / 6 / a | | | | FA / IV.A / 9-12 / 5 / b |
| | MA 2 | 3.2 | MA / IV.. / 9-12 / 2 / d | CA / I.. / 9-12 / 6 / c | | | | FA / IV.D / 9-12 / 1 / a |
| | SC 2 | 3.3 | MA / IV.. / 9-12 / 2 / e | CA / I.. / 9-12 / 6 / d | | | | FA / IV.D / 9-12 / 1 / b |
| | SC 6 | 3.4 | MA / IV.. / 9-12 / 3 / b | | | | | FA / IV.D / 9-12 / 1 / c |
| | SC 7 | 4.7 | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / e | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 1 / l | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / l | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / l | | | | | |
| C 2 | CA 1 | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA 5 | 2.5 | | | | | | |
| | MA 1 | 3.1 | | | | | | |
| | MA 2 | 3.2 | | | | | | |
| | SC 2 | 3.3 | | | | | | |
| | SC 6 | 3.4 | | | | | | |
| | SC 7 | 4.7 | | | | | | |

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# *Cabinetmaking*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| C.3 | CA.1 | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 2.5 | | | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.6 | 3.4 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| C.4 | CA.1 | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 2.5 | | | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.6 | 3.4 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| C.5 | CA.1 | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 2.5 | | | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.6 | 3.4 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| C.6 | CA.1 | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 2.5 | | | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.6 | 3.4 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| C.7 | CA.1 | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 2.5 | | | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.6 | 3.4 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | SC.7 | 4.7 |  |  |  |  |  |  |
| C.8 | CA.1 | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # |  |  |  | FA / I.A / 9-12 / 98 / # |
|  | CA.5 | 2.5 |  |  |  |  |  |  |
|  | MA.1 | 3.1 |  |  |  |  |  |  |
|  | MA.2 | 3.2 |  |  |  |  |  |  |
|  | SC.2 | 3.3 |  |  |  |  |  |  |
|  | SC.6 | 3.4 |  |  |  |  |  |  |
|  | SC.7 | 4.7 |  |  |  |  |  |  |
| C.9 | CA.1 | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # |  |  |  | FA / I.A / 9-12 / 98 / # |
|  | CA.5 | 2.5 |  |  |  |  |  |  |
|  | MA.1 | 3.1 |  |  |  |  |  |  |
|  | MA.2 | 3.2 |  |  |  |  |  |  |
|  | SC.2 | 3.3 |  |  |  |  |  |  |
|  | SC.6 | 3.4 |  |  |  |  |  |  |
|  | SC.7 | 4.7 |  |  |  |  |  |  |
| D.1 | CA.1 | 1.10 |  | CA / I.. / 9-12 / 1 / b | SC / III.A / 9-12 / 3 / a |  |  |  |
|  | CA.5 | 2.7 |  | CA / I.. / 9-12 / 2 / a | SC / III.B / 9-12 / 1 / a |  |  |  |
| D.2 | CA.5 | 1.10 |  |  | SC / IV.B / 9-12 / 2 / a |  |  |  |
|  |  | 2.5 |  |  | SC / IV.C / 9-12 / 2 / a |  |  |  |
|  |  | 2.7 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.5 |  |  |  |  |  |  |
| E.1 | CA.3 | 1.10 |  | CA / I.. / 9-12 / 1 / b |  |  |  |  |
|  |  | 2.7 |  | CA / I.. / 9-12 / 2 / a |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 2 / c |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 2 / d |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 3 / a |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 3 / b |  |  |  |  |
| E.2 | CA.3 | 1.10 |  |  |  |  |  | FA / IV.A / 9-12 / 1 / a |
|  | FA.2 |  |  |  |  |  |  | FA / IV.A / 9-12 / 2 / a |
| E.3 | MA.1 | 1.8 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 1 / b |  |  |  | FA / IV.D / 9-12 / 1 / a |
|  | MA.2 | 1.10 | MA / I.. / 9-12 / 1 / b | CA / I.. / 9-12 / 1 / c |  |  |  | FA / IV.D / 9-12 / 1 / b |
|  |  | 2.5 | MA / I.. / 9-12 / 1 / c | CA / I.. / 9-12 / 2 / a |  |  |  | FA / IV.D / 9-12 / 1 / c |
|  |  | 2.7 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 2 / d |  |  |  | FA / IV.D / 9-12 / 1 / d |

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# Cabinetmaking

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.5 | MA / I.. / 9-12 / 2 / a | | | | | |
| | | 4.5 | MA / I.. / 9-12 / 2 / b | | | | | |
| | | | MA / I.. / 9-12 / 2 / c | | | | | |
| | | | MA / I.. / 9-12 / 2 / d | | | | | |
| | | | MA / I.. / 9-12 / 3 / a | | | | | |
| | | | MA / I.. / 9-12 / 3 / b | | | | | |
| | | | MA / I.. / 9-12 / 3 / c | | | | | |
| | | | MA / I.. / 9-12 / 3 / d | | | | | |
| | | | MA / I.. / 9-12 / 4 / a | | | | | |
| | | | MA / I.. / 9-12 / 4 / b | | | | | |
| | | | MA / I.. / 9-12 / 4 / c | | | | | |
| | | | MA / I.. / 9-12 / 4 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / b | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / b | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / b | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / b | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / IX.. / 9-12 / 1 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | | | |
| E.4 | MA.1 | 1.8 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | MA.2 | 1.10 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.5 | | | | | | |

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Competency Profile Date: 1989

# *Cabinetmaking*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.5 | | | | | | |
| E 5 | CA 3 | 1.10 | | CA / I. / 9-12 / 1 / b | | | | |
| | | 2.7 | | CA / I. / 9-12 / 2 / a | | | | |
| | | | | CA / I. / 9-12 / 2 / c | | | | |
| | | | | CA / I. / 9-12 / 2 / d | | | | |
| | | | | CA / I. / 9-12 / 3 / a | | | | |
| | | | | CA / I. / 9-12 / 3 / b | | | | |
| E 6 | CA 3 | 1.4 | MA / I. / 9-12 / 1 / d | CA / I. / 9-12 / 1 / b | | | | |
| | MA 1 | 1.6 | MA / I. / 9-12 / 2 / d | CA / I. / 9-12 / 1 / c | | | | |
| | MA 2 | 1.7 | MA / I. / 9-12 / 3 / d | CA / I. / 9-12 / 2 / a | | | | |
| | | 1.10 | MA / I. / 9-12 / 4 / d | CA / I. / 9-12 / 2 / d | | | | |
| | | 3.4 | MA / II. / 9-12 / 3 / c | | | | | |
| | | 3.5 | MA / II. / 9-12 / 3 / d | | | | | |
| | | 3.6 | MA / II. / 9-12 / 3 / e | | | | | |
| | | | MA / II. / 9-12 / 3 / h | | | | | |
| | | | MA / III. / 9-12 / 1 / a | | | | | |
| | | | MA / III. / 9-12 / 1 / c | | | | | |
| | | | MA / III. / 9-12 / 1 / d | | | | | |
| | | | MA / III. / 9-12 / 2 / a | | | | | |
| | | | MA / III. / 9-12 / 2 / c | | | | | |
| | | | MA / III. / 9-12 / 2 / d | | | | | |
| | | | MA / III. / 9-12 / 4 / a | | | | | |
| | | | MA / III. / 9-12 / 4 / c | | | | | |
| | | | MA / III. / 9-12 / 4 / d | | | | | |
| | | | MA / III. / 9-12 / 5 / a | | | | | |
| | | | MA / III. / 9-12 / 5 / c | | | | | |
| | | | MA / III. / 9-12 / 5 / d | | | | | |
| | | | MA / IV. / 9-12 / 3 / c | | | | | |
| E 7 | CA 5 | 1.4 | MA / I. / 9-12 / 1 / * | CA / I. / 9-12 / 1 / b | | | | |
| | MA 1 | 1.5 | MA / I. / 9-12 / 2 / * | CA / I. / 9-12 / 2 / a | | | | |
| | MA 3 | 1.6 | MA / I. / 9-12 / 3 / * | CA / I. / 9-12 / 2 / c | | | | |
| | MA 5 | 1.7 | MA / I. / 9-12 / 4 / * | CA / I. / 9-12 / 3 / a | | | | |
| | | 1.8 | MA / II. / 9-12 / 2 / a | CA / I. / 9-12 / 3 / c | | | | |
| | | 1.10 | MA / II. / 9-12 / 2 / h | | | | | |
| | | | MA / II. / 9-12 / 3 / a | | | | | |

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Competency Profile Date: 1989

# *Cabinetmaking*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / II.. / 9-12 / 3 / h | | | | | |
| | | | MA / II.. / 9-12 / 4 / a | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / IV.. / 9-12 / 1 / * | | | | | |
| | | | MA / IV.. / 9-12 / 2 / * | | | | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| E.8 | CA.5 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.1 | 1.5 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 2 / a | | | | |
| | MA.3 | 1.6 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.5 | 1.7 | MA / I.. / 9-12 / 4 / * | CA / I.. / 9-12 / 3 / a | | | | |
| | | 1.8 | MA / II.. / 9-12 / 2 / a | CA / I.. / 9-12 / 3 / c | | | | |
| | | 1.10 | MA / II.. / 9-12 / 2 / h | | | | | |
| | | | MA / II.. / 9-12 / 3 / a | | | | | |
| | | | MA / II.. / 9-12 / 3 / h | | | | | |
| | | | MA / II.. / 9-12 / 4 / a | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / IV.. / 9-12 / 1 / * | | | | | |
| | | | MA / IV.. / 9-12 / 2 / * | | | | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| F.1 | CA.3 | 1.5 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.1 | 1.8 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 2 / a | | | | |
| | MA.2 | 1.10 | MA / I.. / 9-12 / 3 / * | | | | | |
| | MA.5 | 2.5 | MA / I.. / 9-12 / 4 / * | | | | | |
| | | 2.7 | MA / II.. / 9-12 / 2 / a | | | | | |
| | | | MA / II.. / 9-12 / 2 / c | | | | | |
| | | | MA / II.. / 9-12 / 2 / h | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |

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# Cabinetmaking

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 3 / c<br>MA / V.. / 9-12 / 1 / *<br>MA / V.. / 9-12 / 2 / *<br>MA / V.. / 9-12 / 2 / *<br>MA / V.. / 9-12 / 3 / *<br>MA / V.. / 9-12 / 4 / *<br>MA / VI.. / 9-12 / 1 / *<br>MA / VI.. / 9-12 / 2 / *<br>MA / VI.. / 9-12 / 3 / * | | | | | |
| F.2 | CA.3<br>MA.1<br>MA.2<br>MA.5 | 1.5<br>1.8<br>1.10<br>2.5<br>2.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| F.3 | CA.3<br>MA.1<br>MA.2<br>MA.5 | 1.5<br>1.8<br>1.10<br>2.5<br>2.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| F.4 | CA.3<br>MA.1<br>MA.2<br>MA.5 | 1.5<br>1.8<br>1.10<br>2.5<br>2.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| G.1 | CA.1<br>CA.3<br>CA.5<br>MA.1<br>MA.2<br>MA.5 | 1.10<br>2.5<br>3.1<br>3.2<br>3.3<br>3.4<br>3.5<br>4.7 | MA / I.. / 9-12 / 1 / d<br>MA / I.. / 9-12 / 4 / d<br>MA / II.. / 9-12 / 2 / a<br>MA / II.. / 9-12 / 2 / c<br>MA / II.. / 9-12 / 2 / h<br>MA / IV.. / 9-12 / 2 / b<br>MA / IV.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 2 / e<br>MA / IV.. / 9-12 / 3 / b<br>MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / a | | | | |

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Competency Profile Date: 1989

# Cabinetmaking

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 3 / e<br>MA / V.. / 9-12 / 1 / c<br>MA / V.. / 9-12 / 2 / c<br>MA / V.. / 9-12 / 3 / c<br>MA / V.. / 9-12 / 4 / c<br>MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / b<br>MA / VI.. / 9-12 / 1 / d<br>MA / VI.. / 9-12 / 1 / f<br>MA / VI.. / 9-12 / 1 / i<br>MA / VI.. / 9-12 / 1 / l<br>MA / VI.. / 9-12 / 2 / a<br>MA / VI.. / 9-12 / 2 / b<br>MA / VI.. / 9-12 / 2 / d<br>MA / VI.. / 9-12 / 2 / f<br>MA / VI.. / 9-12 / 2 / i<br>MA / VI.. / 9-12 / 2 / l<br>MA / VI.. / 9-12 / 3 / a<br>MA / VI.. / 9-12 / 3 / b<br>MA / VI.. / 9-12 / 3 / d<br>MA / VI.. / 9-12 / 3 / f<br>MA / VI.. / 9-12 / 3 / i<br>MA / VI.. / 9-12 / 3 / l | | | | | |
| G 2 | CA 1<br>CA 3<br>CA 5<br>MA 1<br>MA 2<br>MA 5 | 1.10<br>2.5<br>3.1<br>3.2<br>3.3<br>3.4<br>3.5<br>4.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| G 3 | CA 1<br>CA 3<br>CA 5<br>MA 1 | 1.10<br>2.5<br>3.1<br>3.2 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goal) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 3.3 | | | | | | |
| | MA.5 | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.7 | | | | | | |
| G.4 | CA.1 | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 2.5 | | | | | | |
| | CA.5 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.5 | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.7 | | | | | | |
| G.5 | CA.1 | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 2.5 | | | | | | |
| | CA.5 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.5 | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.7 | | | | | | |
| H.1 | CA.1 | 1.10 | | CA / I.. / 9-12 / 1 / b | SC / III.A / 9-12 / 3 / a | | | |
| | CA.5 | 2.7 | | CA / I.. / 9-12 / 2 / a | SC / III.B / 9-12 / 1 / a | | | |
| H.2 | CA.3 | 1.10 | | CA / I.. / 9-12 / 1 / b | | | | |
| | | 2.5 | | CA / I.. / 9-12 / 2 / a | | | | |
| | | 2.7 | | CA / I.. / 9-12 / 3 / I | | | | |
| H.3 | CA.1 | 1.10 | | CA / I.. / 9-12 / 1 / b | SC / III.A / 9-12 / 3 / a | | HP / III.C / 9-12 / 1 / a | |
| | CA.5 | 2.7 | | CA / I.. / 9-12 / 2 / a | SC / III.B / 9-12 / 1 / a | | HP / III.C / 9-12 / 2 / a | |
| | HP.2 | | | | | | HP / III.C / 9-12 / 5 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.D / 9-12 / 2 / a | |
| | | | | | | | HP / III.D / 9-12 / 2 / b | |
| H.4 | CA.1 | 1.10 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | |
| | CA.5 | 2.7 | | | | | | |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Cabinetmaking

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.2 | | | | | | | |
| H.5 | CA.3 | 1.10 | | CA / I.. / 9-12 / 1 / b | SC / III.A / 9-12 / 3 / a | | HP / III.C / 9-12 / 1 / a | |
| | CA.5 | 2.5 | | CA / I.. / 9-12 / 2 / a | SC / III.B / 9-12 / 1 / a | | HP / III.C / 9-12 / 2 / a | |
| | HP.2 | 2.7 | | CA / I.. / 9-12 / 3 / I | | | HP / III.C / 9-12 / 5 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.D / 9-12 / 2 / a | |
| | | | | | | | HP / III.D / 9-12 / 2 / b | |
| I.1 | CA.1 | 1.10 | | CA / I.. / 9-12 / 1 / b | SC / III.A / 9-12 / 3 / a | | | |
| | CA.5 | 2.7 | | CA / I.. / 9-12 / 2 / a | SC / III.B / 9-12 / 1 / a | | | |
| I.2 | CA.1 | 1.10 | | CA / I.. / 9-12 / 1 / b | SC / III.A / 9-12 / 3 / a | | HP / III.C / 9-12 / 1 / a | |
| | CA.5 | 2.7 | | CA / I.. / 9-12 / 2 / a | SC / III.B / 9-12 / 1 / a | | HP / III.C / 9-12 / 2 / a | |
| | HP.2 | | | | | | HP / III.C / 9-12 / 5 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.D / 9-12 / 2 / a | |
| | | | | | | | HP / III.D / 9-12 / 2 / b | |
| I.3 | CA.3 | 1.10 | | CA / I.. / 9-12 / 1 / b | SC / III.A / 9-12 / 3 / a | | HP / III.C / 9-12 / 1 / a | |
| | CA.5 | 2.5 | | CA / I.. / 9-12 / 2 / a | SC / III.B / 9-12 / 1 / a | | HP / III.C / 9-12 / 2 / a | |
| | HP.2 | 2.7 | | CA / I.. / 9-12 / 3 / I | | | HP / III.C / 9-12 / 5 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / a | |
| | | | | | | | HP / III.D / 9-12 / 1 / b | |
| | | | | | | | HP / III.D / 9-12 / 2 / a | |
| | | | | | | | HP / III.D / 9-12 / 2 / b | |
| J.1 | CA.1 | 1.10 | | CA / I.. / 9-12 / 1 / b | SC / III.A / 9-12 / 3 / a | | | |
| | CA.5 | 2.7 | | CA / I.. / 9-12 / 2 / a | SC / III.B / 9-12 / 1 / a | | | |
| J.2 | CA.1 | 1.10 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 2.5 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.5 | 3.1 | MA / II.. / 9-12 / 2 / a | | | | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 2 / c | | | | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 3.4 | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | 3.5 | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | 4.7 | MA / IV.. / 9-12 / 2 / e | | | | | |

**KEY:** ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / e | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 1 / l | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / l | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / l | | | | | |
| J.3 | CA.3 | 1.10 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.1 | 2.5 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 2 / a | | | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 2 / a | | | | | |
| | MA.5 | 4.7 | MA / II.. / 9-12 / 2 / c | | | | | |
| | | | MA / II.. / 9-12 / 2 / h | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / e | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |

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**KEY:** ' = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1989

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 3 / e | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 1 / l | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / l | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / l | | | | | |
| K.1 | CA.3 | | | CA / I.. / 9-12 / 1 / b | | | | |
| | | | | CA / I.. / 9-12 / 2 / a | | | | |
| K.2 | CA.5 | 1.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| | | 1.5 | | CA / IV.. / 9-12 / 1 / e | | | | |
| | | 1.10 | | CA / IV.. / 9-12 / 1 / f | | | | |
| | | 4.7 | | | | | | |
| K.3 | CA.3 | 1.10 | MA / I.. / 9-12 / 1 / d | | | | | |
| | MA.1 | 2.5 | MA / I.. / 9-12 / 4 / d | | | | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 2 / a | | | | | |
| | MA.5 | 4.7 | MA / II.. / 9-12 / 2 / c | | | | | |
| | | | MA / II.. / 9-12 / 2 / h | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / e | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / e | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 1 / l | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / l | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / l | | | | | |
| K.4 | CA.3 | 1.10 | MA / I.. / 9-12 / 1 / d | | | | | |
| | MA.1 | 2.5 | MA / I.. / 9-12 / 4 / d | | | | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 2 / a | | | | | |
| | MA.3 | 4.7 | MA / II.. / 9-12 / 2 / c | | | | | |
| | | | MA / II.. / 9-12 / 2 / h | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / e | | | | | |

# Cabinetmaking

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / e | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 1 / l | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / l | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / l | | | | | |
| L.1 | CA.1 | 4.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 4.3 | | | | | | |
| L.2 | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| L.3 | CA.5 | 4.3 | | CA / I.. / 9-12 / 3 / b | | | | |
| | | 4.4 | | | | | | |
| L.4 | CA.1 | 2.1 | | | | | | |
| | | 2.2 | | | | | | |

KEY: ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Cabinetmaking*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.3<br>2.7 | | | | | | |
| L.5 | | 2.3<br>4.4 | | | | | | |
| L.6 | CA.1 | 2.1 | | CA / 1../ 9-12 / 1 / b | | | | |
| L.7 | | 4.4 | | | | | | |
| L.8 | | 4.3 | | | | | | |
| L.9 | | 2.6<br>4.8 | | | | | | |
| L.10 | CA.6 | 4.6 | | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

NOTES: * = Essential competencies (essential for the first day on the job). The numbers in brackets [e.g., A01] reflect the IDs used in computerized tracking software.
**NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Carpentry*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 01.1 | CA.6 | 2.3 | | CA / IV.. / 9-12 / 1 / d | SC / II.A / 9-12 / 1 / a | SS / III.D / 9-12 / 1 / d | HP / I.A / 9-12 / 1 / a | |
| | HP.1 | 2.6 | | CA / IV.. / 9-12 / 1 / f | | SS / III.D / 9-12 / 1 / g | HP / II.D / 9-12 / 1 / a | |
| | HP.2 | 3.1 | | | | SS / III.D / 9-12 / 1 / j | HP / II.D / 9-12 / 1 / b | |
| | HP.4 | 3.2 | | | | SS / III.D / 9-12 / 2 / d | HP / III.B / 9-12 / 3 / a | |
| | HP.6 | 3.7 | | | | SS / III.D / 9-12 / 2 / g | HP / III.B / 9-12 / 3 / b | |
| | SC.8 | 4.1 | | | | SS / III.D / 9-12 / 2 / j | HP / III.B / 9-12 / 5 / a | |
| | SS.3 | 4.3 | | | | SS / III.D / 9-12 / 3 / d | HP / III.C / 9-12 / 2 / a | |
| | SS.4 | 4.7 | | | | SS / III.D / 9-12 / 3 / g | HP / III.D / 9-12 / 1 / a | |
| | | 4.7 | | | | SS / III.D / 9-12 / 3 / j | HP / IV.D / 9-12 / 1 / a | |
| | | | | | | | HP / IV.D / 9-12 / 1 / b | |
| | | | | | | | HP / IV.D / 9-12 / 2 / a | |
| | | | | | | | HP / IV.D / 9-12 / 3 / a | |
| 01.2 | HP.1 | 1.1 | | | SC / I.A / 9-12 / 3 / a | SS / IV.B / 9-12 / 1 / a | HP / III.B / 9-12 / 3 / a | |
| | HP.4 | 1.2 | | | SC / I.B / 9-12 / 1 / a | SS / IV.B / 9-12 / 1 / d | HP / III.B / 9-12 / 3 / b | |
| | HP.7 | 1.7 | | | SC / I.B / 9-12 / 2 / a | SS / IV.B / 9-12 / 1 / e | HP / III.B / 9-12 / 5 / a | |
| | SC.3 | 2.3 | | | SC / II.A / 9-12 / 1 / a | SS / IV.B / 9-12 / 1 / i | HP / V.C / 9-12 / 2 / a | |
| | SC.7 | 3.1 | | | | | HP / V.C / 9-12 / 2 / b | |
| | SC.8 | 3.2 | | | | | | |
| | SS.6 | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 4.3 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 01.3 | MA.1 | 1.4 | MA / I.. / 9-12 / 1 / * | | | | | |
| | MA.2 | 1.5 | MA / I.. / 9-12 / 2 / * | | | | | |
| | MA.5 | 1.6 | MA / I.. / 9-12 / 3 / * | | | | | |
| | MA.6 | 1.7 | MA / I.. / 9-12 / 4 / * | | | | | |
| | | 1.10 | MA / II.. / 9-12 / 1 / a | | | | | |
| | | 2.1 | MA / II.. / 9-12 / 1 / e | | | | | |
| | | 2.2 | MA / II.. / 9-12 / 1 / h | | | | | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.6 | MA / II.. / 9-12 / 2 / a | | | | | |
| | | 3.1 | MA / II.. / 9-12 / 2 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 2 / h | | | | | |
| | | 3.4 | MA / II.. / 9-12 / 3 / a | | | | | |
| | | 3.5 | MA / II.. / 9-12 / 3 / e | | | | | |
| | | 4.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | | 4.8 | MA / II.. / 9-12 / 4 / a | | | | | |
| | | | MA / II.. / 9-12 / 4 / e | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / b | | | | | |
| | | | MA / III.. / 9-12 / 1 / c | | | | | |
| | | | MA / III.. / 9-12 / 2 / b | | | | | |
| | | | MA / III.. / 9-12 / 2 / c | | | | | |
| | | | MA / III.. / 9-12 / 5 / b | | | | | |
| | | | MA / III.. / 9-12 / 5 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | | | |
| 01.4 | CA.5 | 1.1 | | CA / IV.. / 9-12 / 1 / e | SC / I.A / 9-12 / 4 / a | | | |
| | SC.1 | 1.5 | | CA / IV.. / 9-12 / 1 / f | SC / II.A / 9-12 / 1 / a | | | |
| | SC.2 | 1.6 | | CA / IV.. / 9-12 / 1 / g | SC / II.B / 9-12 / 2 / a | | | |
| | SC.7 | 1.8 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| 01.5 | CA.5 | 1.1 | | CA / I.. / 9-12 / 1 / b | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.2 | 1.5 | | CA / IV.. / 9-12 / 1 / e | | | | |
| | | 1.10 | | CA / IV.. / 9-12 / 1 / f | | | | |
| | | 4.7 | | | | | | |
| 01.6 | CA.5 | 1.5 | | CA / IV.. / 9-12 / 1 / e | SC / IV.B / 9-12 / 1 / a | | HP / II.D / 9-12 / 1 / b | |
| | HP.6 | 1.6 | | CA / IV.. / 9-12 / 1 / f | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.2 | 1.7 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | | 1.10 | | | | | | |
| | | 2.6 | | | | | | |

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98 = same Frameworks as previous competency  
# = same Frameworks as previous competency  
99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.4 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| 01.7 | MA.1 | 1.6 | MA / I.. / 9-12 / 1 / d | | | | | |
| | MA.2 | 1.10 | MA / I.. / 9-12 / 1 / e | | | | | |
| | MA.3 | 2.6 | MA / I.. / 9-12 / 2 / d | | | | | |
| | MA.4 | 3.2 | MA / I.. / 9-12 / 2 / e | | | | | |
| | MA.5 | 3.3 | MA / I.. / 9-12 / 3 / d | | | | | |
| | | 3.4 | MA / I.. / 9-12 / 3 / e | | | | | |
| | | 3.8 | MA / I.. / 9-12 / 4 / d | | | | | |
| | | 4.1 | MA / I.. / 9-12 / 4 / e | | | | | |
| | | 4.6 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| 01.8 | CA.5 | 1.5 | | CA / IV.. / 9-12 / 1 / d | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 1 / h | HP / II.A / 9-12 / 3 / a | |
| | HP.4 | 1.6 | | CA / IV.. / 9-12 / 1 / e | | SS / I.A / 9-12 / 1 / i | HP / IV.D / 9-12 / 2 / a | |
| | HP.6 | 1.7 | | CA / IV.. / 9-12 / 1 / f | | SS / I.A / 9-12 / 1 / k | | |
| | SC.7 | 1.10 | | CA / IV.. / 9-12 / 1 / g | | SS / I.A / 9-12 / 6 / h | | |
| | SS.3 | 2.3 | | | | SS / I.A / 9-12 / 6 / i | | |
| | SS.6 | 2.6 | | | | SS / I.A / 9-12 / 6 / k | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.3 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 01.9 | CA.5 | 1.5 | | CA / IV.. / 9-12 / 1 / e | SC / II.A / 9-12 / 1 / a | SS / I.A / 9-12 / 1 / f | HP / I.B / 9-12 / 1 / a | |
| | HP.6 | 1.6 | | CA / IV.. / 9-12 / 1 / f | SC / II.A / 9-12 / 2 / a | SS / I.A / 9-12 / 1 / i | HP / I.B / 9-12 / 2 / a | |
| | SC.8 | 1.7 | | CA / IV.. / 9-12 / 1 / g | | SS / I.A / 9-12 / 1 / j | HP / II.D / 9-12 / 1 / b | |
| | SS.3 | 1.9 | | | | SS / I.A / 9-12 / 1 / k | HP / III.D / 9-12 / 1 / a | |
| | SS.5 | 1.10 | | | | SS / I.A / 9-12 / 2 / f | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.6 | 2.6 | | | | SS / I.A / 9-12 / 2 / i | | |
| | | 3.1 | | | | SS / I.A / 9-12 / 2 / j | | |
| | | 3.2 | | | | SS / I.A / 9-12 / 2 / k | | |
| | | 3.4 | | | | SS / I.A / 9-12 / 3 / f | | |
| | | 3.6 | | | | SS / I.A / 9-12 / 3 / i | | |
| | | 3.7 | | | | SS / I.A / 9-12 / 3 / j | | |
| | | 3.8 | | | | SS / I.A / 9-12 / 3 / k | | |
| | | 4.2 | | | | SS / I.A / 9-12 / 4 / i | | |
| | | 4.3 | | | | SS / I.B / 9-12 / 3 / j | | |
| | | 4.7 | | | | SS / I.D / 9-12 / 5 / f | | |
| | | | | | | SS / I.D / 9-12 / 5 / g | | |
| | | | | | | SS / I.D / 9-12 / 5 / j | | |
| | | | | | | SS / I.D / 9-12 / 5 / k | | |
| | | | | | | SS / IV.E / 9-12 / 3 / g | | |
| | | | | | | SS / IV.E / 9-12 / 3 / h | | |
| | | | | | | SS / IV.E / 9-12 / 3 / i | | |
| | | | | | | SS / IV.E / 9-12 / 3 / j | | |
| | | | | | | SS / IV.E / 9-12 / 3 / k | | |
| | | | | | | SS / IV.E / 9-12 / 3 / m | | |
| | | | | | | SS / IV.E / 9-12 / 4 / g | | |
| | | | | | | SS / IV.E / 9-12 / 4 / h | | |
| | | | | | | SS / IV.E / 9-12 / 4 / i | | |
| | | | | | | SS / IV.E / 9-12 / 4 / j | | |
| | | | | | | SS / IV.E / 9-12 / 4 / k | | |
| | | | | | | SS / IV.E / 9-12 / 4 / m | | |
| | | | | | | SS / IV.E / 9-12 / 5 / g | | |
| | | | | | | SS / IV.E / 9-12 / 5 / h | | |
| | | | | | | SS / IV.E / 9-12 / 5 / i | | |
| | | | | | | SS / IV.E / 9-12 / 5 / j | | |
| | | | | | | SS / IV.E / 9-12 / 5 / k | | |
| | | | | | | SS / IV.E / 9-12 / 5 / m | | |
| 02.1 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.1 | 1.5 | MA / I.. / 9-12 / 2 / d | CA / I.. / 9-12 / 1 / c | | | | |
| | MA.2 | 1.6 | MA / I.. / 9-12 / 3 / d | CA / I.. / 9-12 / 2 / a | | | | |
| | | 1.7 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 2 / d | | | | |

# *Carpentry*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 1.10 | MA / II.. / 9-12 / 3 / c | | | | | |
| | | 2.6 | MA / II.. / 9-12 / 3 / d | | | | | |
| | | 3.4 | MA / II.. / 9-12 / 3 / e | | | | | |
| | | 3.5 | MA / II.. / 9-12 / 3 / h | | | | | |
| | | 3.6 | MA / III.. / 9-12 / 1 / a | | | | | |
| | | | MA / III.. / 9-12 / 1 / c | | | | | |
| | | | MA / III.. / 9-12 / 1 / d | | | | | |
| | | | MA / III.. / 9-12 / 2 / a | | | | | |
| | | | MA / III.. / 9-12 / 2 / c | | | | | |
| | | | MA / III.. / 9-12 / 2 / d | | | | | |
| | | | MA / III.. / 9-12 / 4 / a | | | | | |
| | | | MA / III.. / 9-12 / 4 / c | | | | | |
| | | | MA / III.. / 9-12 / 4 / d | | | | | |
| | | | MA / III.. / 9-12 / 5 / a | | | | | |
| | | | MA / III.. / 9-12 / 5 / c | | | | | |
| | | | MA / III.. / 9-12 / 5 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| 02.2 | CA.3 | 1.5 | | CA / I.. / 9-12 / 2 / c | | | | |
| | CA.5 | 1.6 | | CA / I.. / 9-12 / 2 / d | | | | |
| | | 2.6 | | CA / I.. / 9-12 / 3 / b | | | | |
| | | 3.4 | | CA / I.. / 9-12 / 3 / I | | | | |
| | | 3.5 | | | | | | |
| 02.3 | CA.5 | 1.2 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | SC.7 | 1.4 | | | | | | |
| | | 1.6 | | | | | | |
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 02.4 | CA.5 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.1 | 1.5 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 2 / a | | | | |

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# Carpentry

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | MA.3 | 1.6 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 2 / c |  |  |  |  |
|  | MA.5 | 1.7 | MA / I.. / 9-12 / 4 / * | CA / I.. / 9-12 / 3 / a |  |  |  |  |
|  |  | 1.8 | MA / II.. / 9-12 / 2 / a | CA / I.. / 9-12 / 3 / c |  |  |  |  |
|  |  |  | MA / II.. / 9-12 / 2 / h |  |  |  |  |  |
|  |  |  | MA / II.. / 9-12 / 3 / a |  |  |  |  |  |
|  |  |  | MA / II.. / 9-12 / 3 / h |  |  |  |  |  |
|  |  |  | MA / II.. / 9-12 / 4 / a |  |  |  |  |  |
|  |  |  | MA / II.. / 9-12 / 4 / h |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / * |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / * |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / * |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 1 / a |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 2 / a |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 3 / a |  |  |  |  |  |
|  |  |  | MA / [illegible] / 9-12 / 4 / a |  |  |  |  |  |
| 02.5 | CA.1 | 1.5 |  | CA / I.. / 9-12 / 98 / # | SC / II.A / 9-12 / 1 / a | SS / II.D / 9-12 / 3 / n |  |  |
|  | CA.5 | 1.10 |  |  | SC / II.A / 9-12 / 2 / a | SS / II.D / 9-12 / 4 / n |  |  |
|  | SC.3 | 2.5 |  |  | SC / VII.A / 9-12 / 2 / a | SS / II.D / 9-12 / 6 / n |  |  |
|  | SC.4 | 2.7 |  |  | SC / VII.B / 9-12 / 2 / a | SS / II.D / 9-12 / 8 / n |  |  |
|  | SC.8 | 3.1 |  |  |  | SS / II.D / 9-12 / 9 / n |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.4 |  |  |  |  |  |  |
|  |  | 3.5 |  |  |  |  |  |  |
|  |  | 4.4 |  |  |  |  |  |  |
| 02.6 | CA.5 | 1.2 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a |  |  |  |
|  | MA.1 | 1.5 | MA / I.. / 9-12 / 2 / d | CA / I.. / 9-12 / 2 / d | SC / II.A / 9-12 / 1 / a |  |  |  |
|  | MA.3 | 1.6 | MA / I.. / 9-12 / 3 / d | CA / I.. / 9-12 / 3 / c |  |  |  |  |
|  | SC.7 | 1.7 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 3 / f |  |  |  |  |
|  |  | 1.8 |  | CA / I.. / 9-12 / 6 / c |  |  |  |  |
|  |  | 1.10 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.4 |  |  |  |  |  |  |
|  |  | 3.5 |  |  |  |  |  |  |

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# = same Frameworks as previous competency  
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# *Carpentry*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| 02.7 | CA.5 | 1.2 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.1 | 1.5 | | | | | | |
| | MA.3 | 1.6 | | | | | | |
| | SC.7 | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| 02.8 | CA.5 | 1.2 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | SC.7 | 1.4 | | | | | | |
| | | 1.6 | | | | | | |
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 03.1 | MA.1 | 1.4 | MA / I.. / 9-12 / 1 / d | | SC / I.A / 9-12 / 1 / a | | | |
| | MA.2 | 1.6 | MA / I.. / 9-12 / 2 / d | | | | | |
| | SC.7 | 1.7 | MA / I.. / 9-12 / 3 / d | | | | | |
| | | 1.8 | MA / I.. / 9-12 / 4 / d | | | | | |
| | | 1.10 | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | 2.6 | MA / V.. / 9-12 / 1 / a | | | | | |

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# Carpentry

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.3 | MA / V.. / 9-12 / 1 / c | | | | | |
| | | 3.4 | MA / V.. / 9-12 / 3 / a | | | | | |
| | | 3.6 | MA / V.. / 9-12 / 3 / c | | | | | |
| | | 4.1 | | | | | | |
| 03.2 | MA.1 | 1.4 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | SS / IV.E / 9-12 / 3 / g | | |
| | MA.2 | 1.7 | MA / I.. / 9-12 / 2 / d | CA / I.. / 9-12 / 1 / c | | SS / IV.E / 9-12 / 3 / h | | |
| | SC.7 | 1.10 | MA / I.. / 9-12 / 3 / d | CA / I.. / 9-12 / 2 / a | | SS / IV.E / 9-12 / 3 / i | | |
| | SS.5 | 2.5 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 2 / d | | SS / IV.E / 9-12 / 3 / j | | |
| | | 2.6 | MA / III.. / 9-12 / 1 / a | | | SS / IV.E / 9-12 / 3 / k | | |
| | | 3.1 | MA / III.. / 9-12 / 1 / c | | | SS / IV.E / 9-12 / 3 / m | | |
| | | 3.2 | MA / III.. / 9-12 / 1 / d | | | SS / IV.E / 9-12 / 4 / g | | |
| | | 3.3 | MA / III.. / 9-12 / 2 / a | | | SS / IV.E / 9-12 / 4 / h | | |
| | | 3.4 | MA / III.. / 9-12 / 2 / c | | | SS / IV.E / 9-12 / 4 / i | | |
| | | 4.1 | MA / III.. / 9-12 / 2 / d | | | SS / IV.E / 9-12 / 4 / j | | |
| | | 4.4 | MA / III.. / 9-12 / 4 / a | | | SS / IV.E / 9-12 / 4 / k | | |
| | | 4.6 | MA / III.. / 9-12 / 4 / c | | | SS / IV.E / 9-12 / 4 / m | | |
| | | | MA / III.. / 9-12 / 4 / d | | | SS / IV.E / 9-12 / 5 / g | | |
| | | | MA / III.. / 9-12 / 5 / a | | | SS / IV.E / 9-12 / 5 / h | | |
| | | | MA / III.. / 9-12 / 5 / c | | | SS / IV.E / 9-12 / 5 / i | | |
| | | | MA / III.. / 9-12 / 5 / d | | | SS / IV.E / 9-12 / 5 / j | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | SS / IV.E / 9-12 / 5 / k | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | SS / IV.E / 9-12 / 5 / m | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| 03.3 | CA.5 | 1.4 | | CA / I.. / 9-12 / 1 / b | | SS / I.B / 9-12 / 1 / * | | |
| | SS.7 | 1.5 | | CA / I.. / 9-12 / 1 / c | | | | |

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# *Carpentry*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 1.8 | | CA / I.. / 9-12 / 2 / a | | | | |
| | | 1.10 | | CA / I.. / 9-12 / 2 / d | | | | |
| | | 2.6 | | CA / I.. / 9-12 / 6 / c | | | | |
| | | 3.1 | | CA / I.. / 9-12 / 6 / d | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.8 | | | | | | |
| 04.1 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | SS / II.B / 9-12 / 4 / e | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.7 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 1 / c | SC / IV.B / 9-12 / 2 / a | SS / II.B / 9-12 / 4 / h | | |
| | MA.1 | 1.10 | | CA / I.. / 9-12 / 6 / c | SC / IV.C / 9-12 / 3 / a | SS / II.B / 9-12 / 4 / j | | |
| | MA.2 | 2.2 | | CA / I.. / 9-12 / 6 / d | | SS / II.B / 9-12 / 4 / l | | |
| | SC.2 | 2.3 | | CA / IV.. / 9-12 / 1 / e | | SS / II.B / 9-12 / 4 / n | | |
| | SC.7 | 2.5 | | CA / IV.. / 9-12 / 1 / g | | SS / II.B / 9-12 / 4 / o | | |
| | SS.6 | 2.6 | | | | SS / II.B / 9-12 / 5 / e | | |
| | | 3.2 | | | | SS / II.B / 9-12 / 5 / h | | |
| | | 3.3 | | | | SS / II.B / 9-12 / 5 / j | | |
| | | 3.4 | | | | SS / II.B / 9-12 / 5 / l | | |
| | | 3.5 | | | | SS / II.B / 9-12 / 5 / n | | |
| | | 3.6 | | | | SS / II.B / 9-12 / 5 / o | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 04.2 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.2 | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | |
| | SC.7 | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |

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98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 04.3 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | SS / II.B / 9-12 / 4 / e | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.7 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 1 / c | SC / IV.B / 9-12 / 2 / a | SS / II.B / 9-12 / 4 / h | | |
| | MA.1 | 1.10 | | CA / I.. / 9-12 / 6 / c | SC / IV.C / 9-12 / 3 / a | SS / II.B / 9-12 / 4 / j | | |
| | MA.2 | 2.2 | | CA / I.. / 9-12 / 6 / d | | SS / II.B / 9-12 / 4 / l | | |
| | SC.2 | 2.3 | | CA / IV.. / 9-12 / 1 / e | | SS / II.B / 9-12 / 4 / n | | |
| | SC.7 | 2.5 | | CA / IV.. / 9-12 / 1 / g | | SS / II.B / 9-12 / 4 / o | | |
| | SS.6 | 2.6 | | | | SS / II.B / 9-12 / 5 / e | | |
| | | 3.2 | | | | SS / II.B / 9-12 / 5 / h | | |
| | | 3.3 | | | | SS / II.B / 9-12 / 5 / j | | |
| | | 3.4 | | | | SS / II.B / 9-12 / 5 / l | | |
| | | 3.5 | | | | SS / II.B / 9-12 / 5 / n | | |
| | | 3.6 | | | | SS / II.B / 9-12 / 5 / o | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 04.4 | CA.5 | 1.10 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | SC.7 | 2.6 | | CA / I.. / 9-12 / 6 / c | | | | |
| | | 3.2 | | CA / I.. / 9-12 / 6 / d | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 04.5 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | MA / I.. / 9-12 / 4 / d | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Carpentry

*Cross-Reference to Show-Me Standards (main report).*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2<br>SC.7 | 1.10<br>2.2<br>2.3<br>2.5<br>2.6<br>3.2<br>3.3<br>3.4<br>3.5<br>3.6<br>3.8<br>4.4<br>4.5<br>4.6<br>4.7 | | | | | | |
| 04.6 | CA.5<br>HP.4<br>MA.1<br>MA.2<br>SC.2<br>SC.7<br>SS.6 | 1.5<br>1.7<br>1.10<br>2.2<br>2.3<br>2.5<br>2.6<br>3.2<br>3.3<br>3.4<br>3.5<br>3.6<br>3.8<br>4.4<br>4.5<br>4.6<br>4.7 | MA / L. / 9-12 / 98 / # | CA / L. / 9-12 / 1 / b<br>CA / L. / 9-12 / 1 / c<br>CA / L. / 9-12 / 6 / c<br>CA / L. / 9-12 / 6 / d<br>CA / IV. / 9-12 / 1 / e<br>CA / IV. / 9-12 / 1 / g | SC / I.A / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 3 / a | SS / II.B / 9-12 / 4 / e<br>SS / II.B / 9-12 / 4 / h<br>SS / II.B / 9-12 / 4 / j<br>SS / II.B / 9-12 / 4 / l<br>SS / II.B / 9-12 / 4 / n<br>SS / II.B / 9-12 / 4 / o<br>SS / II.B / 9-12 / 5 / e<br>SS / II.B / 9-12 / 5 / h<br>SS / II.B / 9-12 / 5 / j<br>SS / II.B / 9-12 / 5 / l<br>SS / II.B / 9-12 / 5 / n<br>SS / II.B / 9-12 / 5 / o | HP / IV.D / 9-12 / 2 / a | |
| 04.7 | CA.5<br>MA.1<br>MA.2 | 1.5<br>1.7<br>1.10 | MA / L. / 9-12 / 98 / # | CA / L. / 9-12 / 1 / b<br>CA / L. / 9-12 / 6 / c<br>CA / L. / 9-12 / 6 / d | SC / I.A / 9-12 / 1 / a | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1997

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.7 | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 04.8 | CA.5 | 1.10 | | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | SC.7 | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 04.9 | CA.5 | 1.5 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 04.10 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | SS / II.B / 9-12 / 4 / e | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.7 | MA / I.. / 9-12 / 3 / d | CA / I.. / 9-12 / 1 / c | SC / IV.B / 9-12 / 2 / a | SS / II.B / 9-12 / 4 / h | | |
| | MA.1 | 1.10 | | CA / I.. / 9-12 / 6 / c | SC / IV.C / 9-12 / 3 / a | SS / II.B / 9-12 / 4 / j | | |
| | MA.2 | 2.2 | | CA / I.. / 9-12 / 6 / d | | SS / II.B / 9-12 / 4 / l | | |
| | SC.2 | 2.3 | | CA / IV.. / 9-12 / 1 / e | | SS / II.B / 9-12 / 4 / n | | |
| | SC.7 | 2.5 | | CA / IV.. / 9-12 / 1 / g | | SS / II.B / 9-12 / 4 / o | | |
| | SS.6 | 2.6 | | | | SS / II.B / 9-12 / 5 / e | | |
| | | 3.2 | | | | SS / II.B / 9-12 / 5 / h | | |
| | | 3.3 | | | | SS / II.B / 9-12 / 5 / j | | |
| | | 3.4 | | | | SS / II.B / 9-12 / 5 / l | | |
| | | 3.5 | | | | SS / II.B / 9-12 / 5 / n | | |
| | | 3.6 | | | | SS / II.B / 9-12 / 5 / o | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 05.1 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 1 / c | | | | |
| | MA.2 | 1.10 | | CA / I.. / 9-12 / 6 / c | | | | |
| | SC.7 | 2.2 | | CA / I.. / 9-12 / 6 / d | | | | |
| | | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
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| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |

KEY: * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

## *Carpentry*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 05.2 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | SS / II.B / 9-12 / 4 / e | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.7 | | CA / I.. / 9-12 / 6 / c | | SS / II.B / 9-12 / 4 / h | | |
| | MA.1 | 1.10 | | CA / I.. / 9-12 / 6 / d | | SS / II.B / 9-12 / 4 / j | | |
| | MA.2 | 2.2 | | | | SS / II.B / 9-12 / 4 / l | | |
| | SC.7 | 2.3 | | | | SS / II.B / 9-12 / 4 / n | | |
| | SS.6 | 2.5 | | | | SS / II.B / 9-12 / 4 / o | | |
| | | 2.6 | | | | SS / II.B / 9-12 / 5 / e | | |
| | | 3.2 | | | | SS / II.B / 9-12 / 5 / h | | |
| | | 3.3 | | | | SS / II.B / 9-12 / 5 / j | | |
| | | 3.4 | | | | SS / II.B / 9-12 / 5 / l | | |
| | | 3.5 | | | | SS / II.B / 9-12 / 5 / n | | |
| | | 3.6 | | | | SS / II.B / 9-12 / 5 / o | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 05.3 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.2 | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | |
| | SC.7 | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
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| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
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| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |

**KEY:** * = may use all "to do" statements; # = same Frameworks as previous competency; 98 = same Frameworks as previous competency; 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 05.4 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
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| | | 2.6 | | | | | | |
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| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 05.5 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / II.B / 9-12 / 4 / e | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.7 | | | | SS / II.B / 9-12 / 4 / h | | |
| | MA.1 | 1.10 | | | | SS / II.B / 9-12 / 4 / j | | |
| | MA.2 | 2.2 | | | | SS / II.B / 9-12 / 4 / l | | |
| | SC.7 | 2.3 | | | | SS / II.B / 9-12 / 4 / n | | |
| | SS.6 | 2.5 | | | | SS / II.B / 9-12 / 4 / o | | |
| | | 2.6 | | | | SS / II.B / 9-12 / 5 / e | | |
| | | 3.2 | | | | SS / II.B / 9-12 / 5 / h | | |
| | | 3.3 | | | | SS / II.B / 9-12 / 5 / j | | |
| | | 3.4 | | | | SS / II.B / 9-12 / 5 / l | | |
| | | 3.5 | | | | SS / II.B / 9-12 / 5 / n | | |
| | | 3.6 | | | | SS / II.B / 9-12 / 5 / o | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 05.6 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
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| | | 4.7 | | | | | | |
| 05.7 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
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* = may use all "to do" statements
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.7 | | | | | | |
| 05.8 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
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| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 05.9 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / II.B / 9-12 / 4 / e | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.7 | | | | SS / II.B / 9-12 / 4 / h | | |
| | MA.1 | 1.10 | | | | SS / II.B / 9-12 / 4 / j | | |
| | MA.2 | 2.2 | | | | SS / II.B / 9-12 / 4 / l | | |
| | SC.7 | 2.3 | | | | SS / II.B / 9-12 / 4 / n | | |
| | SS.6 | 2.5 | | | | SS / II.B / 9-12 / 4 / o | | |
| | | 2.6 | | | | SS / II.B / 9-12 / 5 / e | | |
| | | 3.2 | | | | SS / II.B / 9-12 / 5 / h | | |
| | | 3.3 | | | | SS / II.B / 9-12 / 5 / j | | |
| | | 3.4 | | | | SS / II.B / 9-12 / 5 / l | | |
| | | 3.5 | | | | SS / II.B / 9-12 / 5 / n | | |
| | | 3.6 | | | | SS / II.B / 9-12 / 5 / o | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
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| | | 4.7 | | | | | | |

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* = may use all "to do" statements
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# *Carpentry*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 05.10 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | MA / I.. / 9-12 / 4 / d | | | | | |
| | MA.2 | 1.10 | MA / VI.. / 9-12 / 1 / a | | | | | |
| | SC.7 | 2.2 | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | 2.3 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | 2.5 | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | 2.6 | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | 3.2 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
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| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 05.11 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | MA / I.. / 9-12 / 4 / d | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
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| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 06.1 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / II.B / 9-12 / 4 / e | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 1.7 | | | | SS / II.B / 9-12 / 4 / h | | |
| | MA.2 | 1.10 | | | | SS / II.B / 9-12 / 4 / j | | |
| | SC.7 | 2.2 | | | | SS / II.B / 9-12 / 4 / l | | |
| | SS.6 | 2.3 | | | | SS / II.B / 9-12 / 4 / n | | |
| | | 2.5 | | | | SS / II.B / 9-12 / 4 / o | | |
| | | 2.6 | | | | SS / II.B / 9-12 / 5 / e | | |
| | | 3.2 | | | | SS / II.B / 9-12 / 5 / h | | |
| | | 3.3 | | | | SS / II.B / 9-12 / 5 / j | | |
| | | 3.4 | | | | SS / II.B / 9-12 / 5 / l | | |
| | | 3.5 | | | | SS / II.B / 9-12 / 5 / n | | |
| | | 3.6 | | | | SS / II.B / 9-12 / 5 / o | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 06.2 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | SS.6 | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
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| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 06.3 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | | | | | | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | SS.6 | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
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| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 06.4 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | SS.6 | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
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| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 06.5 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | | | SC / IV.B / 9-12 / 1 / a | | | |
| | MA.2 | 1.10 | | | SC / IV.B / 9-12 / 3 / a | | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | SC.2 | 2.2 |  |  |  |  |  |  |
|  | SC.7 | 2.3 |  |  |  |  |  |  |
|  | SS.6 | 2.5 |  |  |  |  |  |  |
|  |  | 2.6 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.4 |  |  |  |  |  |  |
|  |  | 3.5 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 3.8 |  |  |  |  |  |  |
|  |  | 4.4 |  |  |  |  |  |  |
|  |  | 4.5 |  |  |  |  |  |  |
|  |  | 4.6 |  |  |  |  |  |  |
|  |  | 4.7 |  |  |  |  |  |  |
| 06.6 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # |  |  |
|  | MA.1 | 1.7 |  |  |  |  |  |  |
|  | MA.2 | 1.10 |  |  |  |  |  |  |
|  | SC.2 | 2.2 |  |  |  |  |  |  |
|  | SC.7 | 2.3 |  |  |  |  |  |  |
|  | SS.6 | 2.5 |  |  |  |  |  |  |
|  |  | 2.6 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.4 |  |  |  |  |  |  |
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|  |  | 4.4 |  |  |  |  |  |  |
|  |  | 4.5 |  |  |  |  |  |  |
|  |  | 4.6 |  |  |  |  |  |  |
|  |  | 4.7 |  |  |  |  |  |  |
| 06.7 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 1 / a |  |  |
|  | MA.1 | 1.7 |  |  |  |  |  |  |
|  | MA.2 | 1.10 |  |  |  |  |  |  |
|  | SC.7 | 2.2 |  |  |  |  |  |  |

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98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.6 | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
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| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 06.8 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | SS.6 | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
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| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 07.1 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | SS.6 | 2.3 | | | | | | |

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# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.5 | | | | | | |
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| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 07.2 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | SS.6 | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
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| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 07.3 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | MA / I.. / 9-12 / 4 / d | | SC / IV.B / 9-12 / 1 / a | | | |
| | MA.2 | 1.10 | MA / VI.. / 9-12 / 1 / a | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.2 | 2.2 | MA / VI.. / 9-12 / 1 / b | | | | | |
| | SC.7 | 2.3 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | SS.6 | 2.5 | MA / VI.. / 9-12 / 3 / a | | | | | |

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98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

# Carpentry

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.6 | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | 3.2 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | 3.3 | | | | | | |
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| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 07.4 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | MA / I.. / 9-12 / 4 / d | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | SS.6 | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
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| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 07.5 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | MA / I.. / 9-12 / 4 / d | | SC / IV.B / 9-12 / 1 / a | | | |
| | MA.2 | 1.10 | MA / VI.. / 9-12 / 1 / a | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.2 | 2.2 | MA / VI.. / 9-12 / 1 / b | | | | | |
| | SC.7 | 2.3 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | SS.6 | 2.5 | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | 2.6 | MA / VI.. / 9-12 / 3 / b | | | | | |

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# Carpentry

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.2 | MA / VI.. / 9-12 / 3 / I | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
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| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 07.6 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.2 | 2.2 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | SS.6 | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
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| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 07.7 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | SS.6 | 2.3 | | | | | | |
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| | | 3.2 | | | | | | |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.3 | | | | | | |
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| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 07.8 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.2 | | | | | | |
| | SS.6 | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
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| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 08.1 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
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| | | 4.5 | | | | | | |

**KEY:** ' = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 08.2 | CA.5 | 1.5 | | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | SC.4 | 1.7 | | | SC / VI.A / 9-12 / 2 / a | | | |
| | SC.7 | 1.10 | | | SC / VI.A / 9-12 / 3 / a | | | |
| | | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
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| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| 08.3 | CA.5 | 1.5 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
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| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 08.4 | CA.5 | 1.5 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
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| | | 4.7 | | | | | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 08.5 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
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| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 08.6 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
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| | | 4.7 | | | | | | |
| 08.7 | | | | | | | | |
| 09.1 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.2 | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
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**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
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# *Carpentry*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.7 | | | | | | |
| 09.2 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 09.3 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 09.4 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |

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Competency Profile Date: 1997

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 09.5 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 09.6 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 09.7 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |

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# *Carpentry*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 09.8 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 09.9 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 09.10 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 09.11 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 09.12 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 09.13 | CA.5 | 1.5 | | CA / I.. / 9-12 / 98 / # | | | | |
| | | 1.10 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |

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## *Carpentry*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 09.14 | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | MA / I.. / 9-12 / 4 / d | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 10.1 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | HP.6 | 1.7 | | | | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 2.3 | | | | | | |
| | SC.7 | 2.6 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 10.2 | CA.5 | 1.5 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | SC.4 | 1.7 | | | | | | |
| | SC.7 | 1.10 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 10.3 | CA.5 | 1.5 | MA / I. / 9-12 / 1 / d | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | MA / I. / 9-12 / 4 / d | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 10.4 | CA.5 | 1.5 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 10.5 | CA.5 | 1.5 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 10.6 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 10.7 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 10.8 | CA.5 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.7 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | SC.7 | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 11.1 | CA.6 | 2.3 | | CA / IV.. / 9-12 / 1 / e | | | HP / I.A / 9-12 / 1 / a | |
| | HP.1 | 3.1 | | CA / IV.. / 9-12 / 1 / g | | | HP / II.A / 9-12 / 1 / a | |
| | HP.2 | 3.2 | | | | | HP / III.B / 9-12 / 3 / a | |
| | HP.4 | 3.7 | | | | | HP / III.B / 9-12 / 3 / b | |
| | HP.6 | 4.1 | | | | | HP / III.B / 9-12 / 4 / a | |
| | SC.8 | 4.3 | | | | | HP / III.C / 9-12 / 5 / a | |
| | SS.3 | 4.7 | | | | | HP / III.D / 9-12 / 1 / a | |
| | SS.4 | | | | | | HP / IV.D / 9-12 / 1 / a | |
| | | | | | | | HP / IV.D / 9-12 / 1 / b | |
| | | | | | | | HP / IV.D / 9-12 / 2 / a | |
| | | | | | | | HP / IV.D / 9-12 / 3 / a | |
| 11.2 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 1 / b | SC / II.A / 9-12 / 1 / a | | | |
| | CA.5 | 1.5 | MA / I.. / 9-12 / 1 / b | CA / I.. / 9-12 / 2 / e | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 1.10 | MA / I.. / 9-12 / 1 / c | CA / I.. / 9-12 / 3 / a | SC / IV.B / 9-12 / 3 / a | | | |
| | MA.2 | 2.5 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 3 / f | | | | |
| | SC.1 | 2.7 | MA / I.. / 9-12 / 2 / a | CA / III.. / 9-12 / 1 / c | | | | |

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|---|---|---|---|---|---|---|---|---|
|  |  | 3.5 | MA / I.. / 9-12 / 2 / b<br>MA / I.. / 9-12 / 2 / c<br>MA / I.. / 9-12 / 2 / d<br>MA / I.. / 9-12 / 4 / a<br>MA / I.. / 9-12 / 4 / b<br>MA / I.. / 9-12 / 4 / c<br>MA / I.. / 9-12 / 4 / d<br>MA / IV.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 3 / d<br>MA / V.. / 9-12 / 1 / a<br>MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j |  |  |  |  |
| 11.3 | CA 3 | 1.10<br>2.5<br>2.7 |  | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / c<br>CA / I.. / 9-12 / 2 / d<br>CA / IV.. / 9-12 / 2 / a<br>CA / IV.. / 9-12 / 2 / b<br>CA / IV.. / 9-12 / 2 / c |  |  |  |  |
| 11.4 | CA 3 | 1.10<br>2.5<br>2.7 |  | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / c<br>CA / I.. / 9-12 / 2 / d<br>CA / IV.. / 9-12 / 2 / a<br>CA / IV.. / 9-12 / 2 / b<br>CA / IV.. / 9-12 / 2 / c |  |  |  |  |
| 11.5 | CA 3 | 1.10<br>2.5<br>2.7 |  | CA / I.. / 9-12 / 98 / # |  |  |  |  |
| 11.6 | CA 1<br>CA 3<br>CA 5<br>MA 1<br>MA 2<br>MA 5 | 1.10<br>2.5<br>3.5<br>3.7 | MA / I.. / 9-12 / 1 / d<br>MA / I.. / 9-12 / 4 / d<br>MA / II.. / 9-12 / 2 / a<br>MA / II.. / 9-12 / 2 / c<br>MA / II.. / 9-12 / 2 / h<br>MA / IV.. / 9-12 / 2 / b | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / a |  |  |  |  |

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|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 2 / d<br>MA / IV.. / 9-12 / 2 / e<br>MA / IV.. / 9-12 / 3 / b<br>MA / IV.. / 9-12 / 3 / d<br>MA / IV.. / 9-12 / 3 / e<br>MA / V.. / 9-12 / 1 / c<br>MA / V.. / 9-12 / 2 / c<br>MA / V.. / 9-12 / 3 / c<br>MA / V.. / 9-12 / 4 / c | | | | | |
| 12.1 | CA.3<br>CA.5<br>HP.1<br>HP.4 | 1.2<br>1.4<br>1.5<br>1.10<br>3.8<br>4.3<br>4.4<br>4.6<br>4.7<br>4.8 | | CA / I.. / 9-12 / 1 / b<br>CA / IV.. / 9-12 / 1 / e<br>CA / IV.. / 9-12 / 1 / f<br>CA / IV.. / 9-12 / 1 / g | | | HP / IV.D / 9-12 / 1 / a<br>HP / IV.D / 9-12 / 1 / b<br>HP / IV.D / 9-12 / 2 / a<br>HP / IV.D / 9-12 / 3 / a | |
| 12.2 | CA.5<br>HP.4<br>HP.6<br>SC.7<br>SS.3<br>SS.6 | 1.5<br>1.6<br>1.7<br>1.10<br>2.3<br>2.6<br>3.2<br>3.3<br>3.7<br>3.8<br>4.1<br>4.3<br>4.6<br>4.7 | | CA / IV.. / 9-12 / 1 / d<br>CA / IV.. / 9-12 / 1 / e<br>CA / IV.. / 9-12 / 1 / f<br>CA / IV.. / 9-12 / 1 / g | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 1 / h<br>SS / I.A / 9-12 / 1 / i<br>SS / I.A / 9-12 / 1 / k<br>SS / I.A / 9-12 / 6 / h<br>SS / I.A / 9-12 / 6 / i<br>SS / I.A / 9-12 / 6 / k | HP / II.A / 9-12 / 3 / a<br>HP / IV.D / 9-12 / 2 / a | |
| 12.3 | CA.5<br>SC.1 | 1.1<br>1.5 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 4 / a<br>SC / II.A / 9-12 / 1 / a | | | |

**KEY:** * = may use all "to do" statements; # = same Frameworks as previous competency; 98 = same Frameworks as previous competency; 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | 1.6 | | | SC / II.B / 9-12 / 2 / a | | | |
| | SC.7 | 1.8 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| 12.4 | CA.5 | 1.2 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | SC.7 | 1.4 | | CA / I.. / 9-12 / 6 / c | | | | |
| | | 1.6 | | CA / I.. / 9-12 / 6 / d | | | | |
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 12.5 | CA.3 | 1.1 | MA / I.. / 9-12 / 4 / b | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | SS / I.E / 9-12 / 4 / e | | |
| | MA.2 | 1.2 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 1 / c | SC / II.A / 9-12 / 1 / a | SS / I.E / 9-12 / 4 / f | | |
| | SC.2 | 1.3 | MA / I.. / 9-12 / 4 / e | CA / I.. / 9-12 / 2 / d | | | | |
| | SC.7 | 1.4 | MA / IV.. / 9-12 / 1 / b | CA / I.. / 9-12 / 2 / e | | | | |
| | SC.8 | 1.5 | MA / IV.. / 9-12 / 1 / c | CA / I.. / 9-12 / 3 / f | | | | |
| | SS.5 | 1.7 | MA / IV.. / 9-12 / 1 / d | CA / I.. / 9-12 / 6 / c | | | | |
| | | 1.10 | MA / IV.. / 9-12 / 2 / b | CA / I.. / 9-12 / 6 / d | | | | |
| | | 2.3 | MA / IV.. / 9-12 / 2 / c | CA / IV.. / 9-12 / 1 / d | | | | |
| | | 2.5 | MA / IV.. / 9-12 / 2 / d | CA / IV.. / 9-12 / 1 / e | | | | |
| | | 2.6 | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | 3.1 | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | 3.2 | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |

**KEY:** ' = may use all "to do" statements
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99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 12.6 | CA.3 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | MA.2 | 1.2 | | | SC / II.A / 9-12 / 1 / a | | | |
| | SC.2 | 1.3 | | | | | | |
| | SC.7 | 1.4 | | | | | | |
| | SC.8 | 1.5 | | | | | | |
| | SS.5 | 1.7 | | | | | | |
| | | 1.10 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 12.7 | CA.3 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | |
| | MA.2 | 1.2 | | | | | | |
| | SC.2 | 1.3 | | | | | | |
| | SC.7 | 1.4 | | | | | | |
| | SC.8 | 1.5 | | | | | | |
| | SS.5 | 1.7 | | | | | | |
| | | 1.10 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 3.1 | | | | | | |

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98 = same Frameworks as previous competency
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 13.1 | CA.5 | 1.2 | | CA / I. / 9-12 / 1 / b | SC / III.C / 9-12 / 1 / a | | | |
| | SC.7 | 1.5 | | CA / I. / 9-12 / 6 / c | SC / III.C / 9-12 / 5 / a | | | |
| | | 1.10 | | CA / I. / 9-12 / 6 / d | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.7 | | | | | | |
| 13.2 | CA.3 | 1.10 | | CA / I. / 9-12 / 1 / b | | | | |
| | CA.5 | 2.5 | | CA / I. / 9-12 / 2 / a | | | | |
| | | 2.7 | | CA / I. / 9-12 / 2 / c | | | | |
| | | | | CA / I. / 9-12 / 2 / d | | | | |
| | | | | CA / I. / 9-12 / 5 / a | | | | |
| | | | | CA / I. / 9-12 / 5 / b | | | | |
| | | | | CA / I. / 9-12 / 5 / d | | | | |
| 13.3 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / d | CA / I. / 9-12 / 1 / b | | | | |
| | MA.1 | 1.6 | MA / I.. / 9-12 / 2 / d | CA / I. / 9-12 / 1 / c | | | | |
| | MA.2 | 1.7 | MA / I.. / 9-12 / 3 / d | CA / I. / 9-12 / 2 / a | | | | |
| | | 1.10 | MA / I.. / 9-12 / 4 / d | CA / I. / 9-12 / 2 / d | | | | |
| | | 3.4 | MA / II.. / 9-12 / 3 / c | | | | | |
| | | 3.5 | MA / II.. / 9-12 / 3 / d | | | | | |
| | | 3.6 | MA / II.. / 9-12 / 3 / e | | | | | |
| | | | MA / II.. / 9-12 / 3 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / a | | | | | |
| | | | MA / III.. / 9-12 / 1 / c | | | | | |
| | | | MA / III.. / 9-12 / 1 / d | | | | | |
| | | | MA / III.. / 9-12 / 2 / a | | | | | |
| | | | MA / III.. / 9-12 / 2 / c | | | | | |

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# *Carpentry*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / III.. / 9-12 / 2 / d<br>MA / III.. / 9-12 / 4 / a<br>MA / III.. / 9-12 / 4 / c<br>MA / III.. / 9-12 / 4 / d<br>MA / III.. / 9-12 / 5 / a<br>MA / III.. / 9-12 / 5 / c<br>MA / III.. / 9-12 / 5 / d<br>MA / IV.. / 9-12 / 3 / c | | | | | |
| 13.4 | CA.5<br>SC.7 | 1.2<br>1.4<br>1.6<br>1.8<br>1.10<br>3.3<br>3.4<br>3.5<br>4.5<br>4.6<br>4.7 | | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 6 / c<br>CA / I.. / 9-12 / 6 / d | | | | |
| 13.5 | CA.5<br>SC.1<br>SC.2<br>SC.7 | 1.1<br>1.5<br>1.6<br>1.8<br>1.10<br>3.2<br>3.3<br>3.6<br>4.1<br>4.7 | | CA / I.. / 9-12 / 1 / b<br>CA / IV.. / 9-12 / 1 / e<br>CA / IV.. / 9-12 / 1 / f<br>CA / IV.. / 9-12 / 1 / g | SC / I.A / 9-12 / 1 / a<br>SC / I.A / 9-12 / 4 / a<br>SC / II.B / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 3 / a<br>SC / IV.C / 9-12 / 2 / a | | | |
| 13.6 | | | | | | | | |
| 13.7 | CA.5<br>MA.2<br>SC.7 | 1.2<br>1.4<br>1.5<br>1.6 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 6 / c<br>CA / I.. / 9-12 / 6 / d | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 1.10 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| 14.1 | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / b | SC / II.A / 9-12 / 2 / a | SS / III.D / 9-12 / 1 / d | | |
| | CA.5 | 1.4 | | CA / I.. / 9-12 / 2 / c | SC / II.B / 9-12 / 2 / a | SS / III.D / 9-12 / 1 / g | | |
| | SC.1 | 1.6 | | CA / I.. / 9-12 / 2 / d | SC / III.B / 9-12 / 3 / a | SS / III.D / 9-12 / 1 / j | | |
| | SC.2 | 1.8 | | CA / I.. / 9-12 / 6 / c | SC / III.C / 9-12 / 2 / a | | | |
| | SS.4 | 1.10 | | CA / I.. / 9-12 / 6 / d | SC / III.C / 9-12 / 4 / a | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 14.2 | CA.3 | 1.4 | MA / I.. / 9-12 / 4 / d | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | 1.5 | MA / III.. / 9-12 / 3 / c | | SC / III.C / 9-12 / 2 / b | | | |
| | SC.5 | 1.10 | MA / III.. / 9-12 / 3 / d | | SC / VIII.A / 9-12 / 3 / b | | | |
| | | 2.3 | MA / III.. / 9-12 / 4 / c | | | | | |
| | | 3.1 | MA / III.. / 9-12 / 4 / d | | | | | |
| | | 3.2 | MA / III.. / 9-12 / 5 / c | | | | | |
| | | 3.3 | MA / III.. / 9-12 / 5 / d | | | | | |
| | | 3.4 | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | 3.5 | MA / V.. / 9-12 / 1 / ' | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| 15.1 | CA.1 | 4.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 4.3 | | | | | | |

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# *Carpentry*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 15.2 | | 4.4<br>4.5<br>4.6 | | | | | | |
| 15.3 | CA.5 | 4.3<br>4.4 | | CA / I. / 9-12 / 3 / b | | | | |
| 15.4 | CA.1 | 2.1<br>2.2<br>2.3<br>2.7 | | | | | | |
| 15.5 | | 2.3<br>4.4 | | | | | | |
| 15.6 | CA.1 | 2.1 | | CA / I. / 9-12 / 1 / b | | | | |
| 15.7 | | 4.4 | | | | | | |
| 15.8 | | 4.3 | | | | | | |
| 15.9 | | 2.6<br>4.8 | | | | | | |
| 15.10 | CA.6 | 4.6 | | | | | | |

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Competency Profile Date: 1997

NOTE: Some competencies were deleted in 1990 (B, C, D4, D6, J, K3, M). **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Commercial Art*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A.1 | MA.1<br>MA.2 | 2.1 | MA / I. / 9-12 / 1 / d | | | | | FA / IV.B / 9-12 / 1 / a |
| A.2 | MA.1<br>MA.2 | 2.1 | MA / I. / 9-12 / 1 / d | | | | | FA / IV.B / 9-12 / 1 / a |
| A.3 | CA.5<br>FA.1<br>FA.2<br>FA.4 | 2.5<br>3.2<br>3.3 | | | | | | FA / IV.B / 9-12 / 1 / a |
| A.4 | FA.1<br>FA.2 | 2.5<br>3.2 | | | | | | FA / IV.B / 9-12 / 1 / a |
| A.5 | FA.1<br>FA.2 | 2.5<br>2.7 | | | | | | |
| A.6 | FA.1 | 3.1 | | | | | | FA / IV.D / 9-12 / 7 / a |
| A.7 | FA.1<br>FA.2 | 2.5<br>2.7 | | | | | | |
| A.8 | FA.1 | 3.2 | | | | | | FA / IV.D / 9-12 / 7 / a |
| A.9 | FA.1 | 3.2 | | | | | | FA / IV.D / 9-12 / 7 / a |
| A.10 | FA.1 | 3.2 | | | | | | |
| A.11 | FA.1 | 3.2<br>4.3 | | | | | | FA / IV.D / 9-12 / 1 / a |
| A.13 | FA.1 | 3.2 | | | | | | |
| A.14 | | | | | | | | FA / IV.D / 9-12 / 1 / a<br>FA / IV.D / 9-12 / 1 / b<br>FA / IV.D / 9-12 / 1 / d |
| A.15 | FA.1<br>FA.2 | 2.5<br>2.7<br>3.2<br>3.3 | | | | | | FA / IV.D / 9-12 / 1 / a<br>FA / IV.D / 9-12 / 1 / b<br>FA / IV.D / 9-12 / 1 / d<br>FA / IV.D / 9-12 / 1 / f |
| A.16 | FA.1 | 2.5 | | | | | | FA / IV.D / 9-12 / 1 / a |

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Competency Profile Date: 1990

# *Commercial Art*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  |  | 3.2<br>3.3 |  |  |  |  |  | FA / IV.D / 9-12 / 1 / b |
| A.17 | FA.1<br>FA.2 | 2.5<br>2.7<br>3.2<br>3.3 |  |  |  |  |  | FA / IV.D / 9-12 / 1 / a<br>FA / IV.D / 9-12 / 1 / b |
| A.18 | FA.1<br>FA.2 | 2.5<br>2.7 |  |  |  |  |  | FA / IV.D / 9-12 / 1 / d |
| D.1 | CA.5<br>MA.5 | 1.8<br>2.3<br>2.5<br>2.7<br>3.2 |  |  |  |  |  | FA / IV.D / 9-12 / 1 / b<br>FA / IV.D / 9-12 / 1 / d<br>FA / IV.D / 9-12 / 1 / g<br>FA / IV.D / 9-12 / 2 / a<br>FA / IV.D / 9-12 / 2 / b |
| D.2 | CA.5<br>MA.5 | 1.8<br>2.3 |  |  |  |  |  | FA / IV.D / 9-12 / 2 / a<br>FA / IV.D / 9-12 / 2 / b |
| D.3 | CA.5<br>MA.5 | 1.8<br>2.3 |  |  |  |  |  | FA / I.A / 9-12 / 98 / # |
| D.5 | CA.5<br>FA.1<br>FA.2<br>MA.5 | 1.8<br>2.3<br>2.5<br>2.7 |  |  |  |  |  | FA / IV.D / 9-12 / 1 / d |
| E.1 | CA.1<br>CA.7<br>FA.1<br>MA.1 | 1.4<br>1.5<br>2.1<br>2.2<br>2.5<br>3.1<br>3.2 |  | CA / II.. / 9-12 / 4 / a<br>CA / II.. / 9-12 / 4 / b |  | SS / II.B / 9-12 / 3 / g |  | FA / IV.D / 9-12 / 1 / d<br>FA / IV.D / 9-12 / 1 / g<br>FA / IV.D / 9-12 / 2 / a<br>FA / IV.D / 9-12 / 2 / b |
| E.2 | FA.1<br>FA.2<br>MA.1 | 1.4<br>2.5<br>3.6 |  |  |  |  |  |  |
| E.3 | FA.1<br>MA.1 | 1.4<br>2.5 |  |  |  |  |  | FA / IV.D / 9-12 / 6 / c |

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# *Commercial Art*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.6 | | | | | | |
| E.4 | FA.1<br>FA.2<br>MA.1 | 1.8<br>2.2<br>2.5<br>3.1<br>3.2,<br>3.3 | MA / I.. / 9-12 / 3 / b | CA / II.. / 9-12 / 3 / a<br>CA / II.. / 9-12 / 4 / a<br>CA / II.. / 9-12 / 4 / b<br>CA / II.. / 9-12 / 4 / f | | SS / II.B / 9-12 / 3 / g | | FA / IV.D / 9-12 / 1 / g<br>FA / IV.D / 9-12 / 2 / b |
| F.1 | FA.1<br>FA.2 | 1.6<br>1.8<br>2.5<br>3.8 | | | | | | FA / IV.D / 9-12 / 2 / a<br>FA / IV.D / 9-12 / 2 / b |
| F.2 | FA.1<br>FA.2 | 1.6<br>1.8<br>2.5 | | | | | | FA / I.A / 9-12 / 98 / # |
| F.3 | CA.1<br>FA.1<br>FA.2 | 1.6<br>1.8<br>2.1<br>2.5<br>2.7 | | CA / II.. / 9-12 / 4 / b | | SS / II.B / 9-12 / 3 / g | | FA / I.A / 9-12 / 98 / # |
| F.4 | CA.1<br>FA.1<br>FA.2 | 1.6<br>1.8<br>2.1<br>2.7<br>3.8 | | CA / II.. / 9-12 / 4 / b | | SS / II.B / 9-12 / 3 / g | | FA / I.A / 9-12 / 98 / # |
| F.5 | CA.1<br>FA.1<br>FA.2 | 1.6<br>1.8<br>2.1<br>2.7<br>3.8 | | CA / II.. / 9-12 / 4 / b | | SS / II.B / 9-12 / 3 / g | | FA / I.A / 9-12 / 98 / # |
| F.6 | CA.1<br>FA.1<br>FA.2 | 1.6<br>1.8<br>2.1<br>2.5<br>2.7 | | CA / II.. / 9-12 / 4 / b | | SS / II.B / 9-12 / 3 / g | | FA / I.A / 9-12 / 98 / # |

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Competency Profile Date: 1990

# Commercial Art

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| F.7 | FA.1<br>FA.2 | 1.2<br>1.6<br>1.8<br>2.5 | | | | | | |
| F.8 | FA.1<br>FA.2 | 1.6<br>1.8<br>2.5<br>3.2<br>3.3 | | | | SS / II.B / 9-12 / 3 / g | | FA / IV.D / 9-12 / 1 / g |
| F.9 | FA.1 | 1.6<br>1.8<br>2.2<br>2.5 | | | | | | FA / IV.D / 9-12 / 2 / a<br>FA / IV.D / 9-12 / 2 / b |
| F.10 | FA.1 | 1.6<br>1.8<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / a<br>FA / IV.D / 9-12 / 1 / b<br>FA / IV.D / 9-12 / 1 / d |
| F.11 | FA.1<br>FA.4 | 1.6<br>1.8<br>2.1<br>2.5 | | | | | | FA / IV.D / 9-12 / 6 / c |
| G.1 | FA.2<br>MA.1 | 2.4<br>3.1<br>3.2 | | | | | | FA / IV.C / 9-12 / 5 / b |
| G.2 | FA.1<br>MA.1<br>MA.5 | 2.5<br>3.2 | MA / I.. / 9-12 / 4 / b<br>MA / I.. / 9-12 / 4 / c<br>MA / I.. / 9-12 / 4 / d | | | | | FA / IV.D / 9-12 / 1 / a<br>FA / IV.D / 9-12 / 1 / b<br>FA / IV.D / 9-12 / 1 / g |
| G.3 | FA.1<br>MA.1<br>MA.5 | 2.5<br>3.2 | MA / I.. / 9-12 / 98 / # | | | | | FA / IV.D / 9-12 / 1 / a<br>FA / IV.D / 9-12 / 1 / b |
| G.4 | FA.1<br>MA.1<br>MA.5 | 2.5<br>3.2 | MA / I.. / 9-12 / 98 / # | | | | | FA / I.A / 9-12 / 98 / # |
| G.5 | FA.1 | 2.5 | MA / I.. / 9-12 / 98 / # | | | | | FA / I.A / 9-12 / 98 / # |

| KEY: | |
|---|---|
| * = may use all "to do" statements | # = same Frameworks as previous competency |
| 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

# Commercial Art

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1<br>MA.5 | 3.2 | | | | | | |
| G.6 | MA.1<br>MA.5 | 3.2 | MA / I.. / 9-12 / 98 / # | | | | | FA / I.A / 9-12 / 98 / # |
| G.7 | MA.1<br>MA.5 | 2.1<br>2.6<br>2.7<br>3.2 | MA / I.. / 9-12 / 98 / # | CA / II.. / 9-12 / 3 / b<br>CA / II.. / 9-12 / 3 / c | | | | |
| G.8 | MA.1<br>MA.5 | 3.2 | MA / I.. / 9-12 / 3 / d | | | | | |
| H.1 | FA.1<br>FA.2 | 1.5<br>1.6<br>1.9<br>2.5<br>2.7 | | | | | | FA / IV.A / 9-12 / 6 / a<br>FA / IV.D / 9-12 / 1 / e |
| H.2 | FA.1<br>FA.2 | 1.5<br>1.6<br>1.9<br>2.5<br>2.7 | | | | | | FA / I.A / 9-12 / 98 / # |
| H.3 | FA.1<br>FA.2 | 1.5<br>1.6<br>1.9<br>2.5<br>2.7 | | | | | | FA / I.A / 9-12 / 98 / # |
| I.1 | CA.2<br>CA.3<br>CA.5 | 1.1 | | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / b |
| I.2 | FA.1 | 1.1 | | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / b |
| I.3 | FA.1 | 1.1 | | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / b |
| K.1 | FA.1<br>FA.2 | 1.10<br>3.2 | | | | | | FA / IV.D / 9-12 / 4 / a<br>FA / IV.D / 9-12 / 4 / b |

**KEY:** ' = may use all 'to do' statements
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Competency Profile Date: 1990

# *Commercial Art*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| K.2 | FA.1 | 1.10 | | | | | | FA / IV.B / 9-12 / 3 / b |
| | FA.2 | 3.2 | | | | | | |
| L.1 | CA.1 | 1.5 | | | | | | |
| | CA.2 | 1.8 | | | | | | |
| | CA.3 | | | | | | | |
| | CA.4 | | | | | | | |
| | CA.5 | | | | | | | |
| | CA.6 | | | | | | | |
| L.2 | CA.1 | 1.4 | | | | | | |
| | CA.2 | 1.5 | | | | | | |
| | CA.3 | 1.8 | | | | | | |
| | CA.4 | | | | | | | |
| | CA.5 | | | | | | | |
| | CA.6 | | | | | | | |
| L.3 | CA.1 | 2.2 | MA / I.. / 9-12 / 1 / a | | | | | |
| | CA.2 | 3.4 | | | | | | |
| | CA.3 | 3.6 | | | | | | |
| | CA.4 | 3.7 | | | | | | |
| | CA.5 | | | | | | | |
| | CA.6 | | | | | | | |
| | MA.1 | | | | | | | |
| N.1 | CA.3 | 1.10 | | | | | | FA / IV.B / 9-12 / 4 / a |
| | CA.6 | 4.3 | | | | | | |
| | FA.2 | 4.8 | | | | | | |
| N.2 | CA.3 | 3.1 | | | | | | |
| | CA.6 | 3.4 | | | | | | |
| | FA.2 | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.3 | | | | | | |
| N.3 | CA.3 | 4.3 | | CA / IV.. / 9-12 / 3 / I | | SS / I.B / 9-12 / 6 / l | | |
| | CA.6 | 4.4 | | | | SS / I.B / 9-12 / 6 / m | | |
| | FA.2 | | | | | | | |
| N.4 | CA.3 | 4.3 | | CA / IV.. / 9-12 / 3 / I | | | | |

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Competency Profile Date: 1990

# *Commercial Art*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | 4.4 | | | | | | |
| O.1 | CA.1 | 3.1 | | | | | | |
| | CA.2 | 3.2 | | | | | | |
| | CA.3 | 3.3 | | | | | | |
| | CA.4 | | | | | | | |
| | CA.5 | | | | | | | |
| | CA.6 | | | | | | | |
| | CA.7 | | | | | | | |
| O.2 | CA.1 | 3.1 | | | | | | FA / IV.B / 9-12 / 4 / a |
| | CA.2 | 3.2 | | | | | | |
| | CA.3 | 3.3 | | | | | | |
| | CA.4 | 4.8 | | | | | | |
| | CA.5 | | | | | | | |
| | CA.6 | | | | | | | |
| | CA.7 | | | | | | | |
| O.3 | CA.1 | 3.1 | | | | | | |
| | CA.2 | 3.2 | | | | | | |
| | CA.3 | 3.3 | | | | | | |
| | CA.4 | 4.8 | | | | | | |
| | CA.5 | | | | | | | |
| | CA.6 | | | | | | | |
| | CA.7 | | | | | | | |
| O.4 | CA.1 | 3.1 | | | | | | |
| | CA.2 | 3.2 | | | | | | |
| | CA.3 | 3.3 | | | | | | |
| | CA.4 | 3.4 | | | | | | |
| | CA.5 | 3.5 | | | | | | |
| | CA.6 | 3.6 | | | | | | |
| | CA.7 | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.8 | | | | | | |
| P.1 | CA.1 | 4.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 4.3 | | | | | | |
| P.2 | | 4.4 | | | | | | |

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Competency Profile Date: 1990

## *Commercial Art*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.5<br>4.6 | | | | | | |
| P.3 | CA.5 | 4.3<br>4.4 | | CA / I.. / 9-12 / 3 / b | | | | |
| P.4 | CA.1 | 2.1<br>2.2<br>2.3<br>2.7 | | | | | | |
| P.5 | | 2.3<br>4.4 | | | | | | |
| P.6 | CA.1 | 2.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| P.7 | | 4.4 | | | | | | |
| P.8 | | 4.3 | | | | | | |
| P.9 | | 2.6<br>4.8 | | | | | | |
| P.10 | CA.6 | 4.6 | | | | | | |
| Q.1 | FA.1<br>FA.2 | 2.5<br>2.7 | | | | | | |
| Q.2 | FA.1<br>FA.2 | 2.5<br>2.7 | | | | | | |
| Q.3 | FA.1<br>FA.2 | 2.5<br>2.7 | | | | | | |
| Q.4 | FA.3<br>FA.4 | 3.4<br>4.4 | | | | | | FA / IV.D / 9-12 / 2 / b |
| R.1 | FA.2<br>FA.3<br>FA.4<br>FA.5<br>MA.1 | 1.5<br>2.4 | | | | | | |
| R.2 | FA.2<br>FA.3 | 1.5<br>2.4 | | | | | | |

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Competency Profile Date: 1990

# Commercial Art

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.4 | | | | | | | |
| | FA.5 | | | | | | | |
| | MA.1 | | | | | | | |
| S.1 | CA.1 | 1.6 | MA / I.. / 9-12 / 3 / b | | | | | FA / IV.D / 9-12 / 4 / b |
| | CA.4 | 2.7 | | | | | | |
| | CA.5 | 3.1 | | | | | | |
| | CA.6 | 3.5 | | | | | | |
| | CA.7 | | | | | | | |
| | FA.2 | | | | | | | |
| S.2 | CA.1 | 1.6 | MA / I.. / 9-12 / 3 / b | | | | | FA / IV.D / 9-12 / 4 / b |
| | CA.4 | 2.7 | | | | | | |
| | CA.5 | | | | | | | |
| | CA.6 | | | | | | | |
| | CA.7 | | | | | | | |
| | FA.2 | | | | | | | |

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**(NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide Lessons.)

# *Cosmetology*

## *Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A.1 | HP.2 | 1.4 | | | | | HP / I.A / 9-12 / 2 / a | |
| | HP.3 | 1.5 | | | | | HP / II.B / 9-12 / 3 / a | |
| | | 1.7 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| A.2 | HP.3 | 1.4 | | | | | HP / II.A / 9-12 / 1 / a | |
| | HP.4 | 4.7 | | | | | HP / II.D / 9-12 / 1 / b | |
| A.3 | CA.1 | 1.5 | | CA / I.. / 9-12 / 1 / a | | | | |
| | CA.3 | 3.1 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| A.4 | HP.7 | 1.5 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| A.5 | HP.7 | 1.5 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| A.6 | CA.5 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / a | | | | |
| | MA.1 | 2.1 | MA / V.. / 9-12 / 4 / * | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| B.1 | HP.2 | 1.2 | | | | | HP / I.A / 9-12 / 1 / a | |
| | | 1.6 | | | | | | |
| | | 1.7 | | | | | | |
| | | 1.8 | | | | | | |

| KEY: | | |
|---|---|---|
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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 1.9<br>1.10<br>2.3<br>3.1<br>3.2<br>3.3<br>3.4<br>3.5<br>3.6<br>4.1<br>4.2<br>4.3<br>4.4 | | | | | | |
| B.2 | HP.2<br>HP.3 | 3.4<br>4.7 | | | | | HP / I.A / 9-12 / 2 / a<br>HP / III.A / 9-12 / 1 / a | |
| B.3 | CA.1<br>HP.2 | 1.6<br>3.6<br>4.6<br>4.7 | | CA / IV.. / 9-12 / 1 / d | | | HP / I.B / 9-12 / 1 / a | |
| C.1 | CA.3<br>CA.5 | 3.1<br>4.7 | | CA / I.. / 9-12 / 1 / b | | | | |
| C.2 | CA.3<br>CA.5 | 1.8<br>4.7 | | CA / I.. / 9-12 / 1 / b | | | | |
| D.1 | CA.3<br>CA.4<br>CA.5<br>HP.2<br>HP.3<br>HP.6<br>SC.8 | 1.4<br>1.5<br>1.7<br>1.10<br>3.6<br>4.7 | | CA / I.. / 9-12 / 1 / a<br>CA / I.. / 9-12 / 4 / b | SC / VIII.B / 9-12 / 1 / a | | HP / I.A / 9-12 / 2 / a<br>HP / I.B / 9-12 / 2 / a<br>HP / III.A / 9-12 / 1 / a | |
| D.2 | CA.3<br>CA.4<br>CA.5<br>HP.2 | 1.4<br>1.5<br>3.6<br>4.7 | | CA / I.. / 9-12 / 98 / # | SC / VI.A / 9-12 / 2 / a<br>SC / VIII.B / 9-12 / 1 / a | | HP / I.A / 9-12 / 1 / a<br>HP / III.A / 9-12 / 1 / a | |

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Competency Profile Date: 1989

# *Cosmetology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.3<br>SC.4<br>SC.8 | | | | | | | |
| D.3 | CA.3<br>CA.4<br>CA.5<br>HP.3<br>HP.6 | 1.4<br>1.5<br>3.6<br>4.7 | | CA / I.. / 9-12 / 98 / # | | | HP / III.A / 9-12 / 1 / a<br>HP / III.D / 9-12 / 1 / a | |
| D.4 | CA.5<br>HP.5<br>MA.1<br>MA.3 | 1.5<br>1.8<br>3.1<br>3.6<br>4.6<br>4.7 | MA / V.. / 9-12 / 1 / a<br>MA / V.. / 9-12 / 3 / a | CA / I.. / 9-12 / 1 / b | | | HP / III.C / 9-12 / 1 / a | |
| D.5 | CA.5<br>HP.3<br>MA.1<br>MA.3<br>SC.4 | 1.8<br>1.10<br>3.1<br>3.6<br>4.6<br>4.7 | MA / V.. / 9-12 / 1 / a<br>MA / V.. / 9-12 / 3 / a | CA / I.. / 9-12 / 1 / b | SC / VIII.B / 9-12 / 1 / a | | HP / III.C / 9-12 / 1 / a | |
| D.6 | CA.3<br>CA.4<br>MA.1<br>MA.3<br>SC.1 | 1.8<br>4.6<br>4.7 | MA / VII.. / 9-12 / 4 / a<br>MA / VII.. / 9-12 / 5 / h | CA / III.. / 9-12 / 1 / e | | | | |
| D.7 | CA.3<br>CA.4<br>MA.1<br>MA.3<br>SC.1 | 1.8<br>4.6<br>4.7 | MA / VII.. / 9-12 / 4 / a<br>MA / VII.. / 9-12 / 5 / h | CA / III.. / 9-12 / 1 / e | | | | |
| D.8 | CA.3<br>CA.4<br>MA.1<br>MA.3 | 1.8<br>4.6<br>4.7 | MA / VII.. / 9-12 / 4 / a<br>MA / VII.. / 9-12 / 5 / h | CA / III.. / 9-12 / 1 / e | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | | | | | | | |
| D.9 | CA.3<br>CA.5<br>HP.3<br>HP.7<br>SC.4 | 1.5<br>3.1<br>3.4<br>3.6<br>3.8<br>4.7 | | CA / I.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / e | SC / VIII.B / 9-12 / 1 / a | | HP / III.D / 9-12 / 1 / a | |
| D.10 | CA.3<br>CA.5<br>HP.3<br>HP.5<br>HP.6<br>HP.7<br>SC.1<br>SC.4 | 1.5<br>3.1<br>3.4<br>3.6<br>3.8<br>4.7 | | CA / I.. / 9-12 / 98 / # | SC / III.B / 9-12 / 1 / a<br>SC / VIII.B / 9-12 / 1 / a | | HP / II.C / 9-12 / 1 / b<br>HP / II.D / 9-12 / 1 / b<br>HP / III.B / 9-12 / 3 / b<br>HP / III.C / 9-12 / 2 / * | |
| D.11 | CA.3<br>CA.5<br>HP.3<br>HP.6<br>HP.7<br>SC.4 | 1.5<br>3.1<br>3.4<br>3.6<br>3.8<br>4.7 | | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 3 / * | SC / VIII.B / 9-12 / 1 / a | | HP / III.A / 9-12 / 1 / a<br>HP / III.B / 9-12 / 3 / b<br>HP / III.D / 9-12 / 1 / a | |
| E.1 | HP.3<br>SC.3 | 1.1<br>1.8 | | | | | HP / III.A / 9-12 / 1 / a | |
| E.2 | SC.3 | 1.1<br>1.8 | | | | | | |
| E.3 | HP.1<br>HP.3<br>SC.3 | 1.1<br>1.3<br>3.1 | | | | | HP / I.A / 9-12 / 2 / a<br>HP / III.A / 9-12 / 1 / a | |
| E.4 | HP.3<br>SC.3 | 3.1 | | | | | HP / III.A / 9-12 / 1 / a | |
| F.1 | CA.1<br>CA.4<br>SC.1 | 1.1<br>4.1 | | CA / I.. / 9-12 / 1 / b | SC / III.A / 9-12 / 3 / a | | | |

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98 = same Frameworks as previous competency
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| F.2 | CA.1 | 1.1 | | CA / I.. / 9-12 / 1 / b | SC / III.A / 9-12 / 3 / a | | | |
| | CA.4 | 2.1 | | | | | | |
| | SC.1 | 4.1 | | | | | | |
| F.3 | CA.6 | 1.1 | | CA / II.. / 9-12 / 5 / a | SC / III.A / 9-12 / 3 / a | | | |
| | HP.4 | 1.5 | | CA / II.. / 9-12 / 5 / b | | | | |
| | SC.1 | | | | | | | |
| F.4 | CA.6 | 2.1 | | CA / II.. / 9-12 / 5 / a | | | | |
| | | 4.7 | | | | | | |
| F.5 | CA.6 | 2.1 | | CA / II.. / 9-12 / 5 / a | | | | |
| | | 4.1 | | | | | | |
| G.1 | CA.4 | 1.5 | | CA / II.. / 9-12 / 5 / b | | | | |
| | CA.6 | 3.4 | | CA / II.. / 9-12 / 6 / a | | | | |
| G.2 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.4 | 2.1 | | CA / II.. / 9-12 / 5 / b | | | | |
| | CA.6 | | | CA / II.. / 9-12 / 6 / a | | | | |
| G.3 | CA.4 | 1.5 | | CA / II.. / 9-12 / 5 / b | | | | |
| | CA.6 | 2.1 | | CA / II.. / 9-12 / 6 / a | | | | |
| G.4 | CA.4 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.6 | 1.5 | | | | | | |
| | | 2.1 | | | | | | |
| G.5 | CA.4 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.6 | 1.5 | | | | | | |
| | | 2.1 | | | | | | |
| H.1 | CA.4 | 2.1 | | CA / I.. / 9-12 / 1 / b | | | HP / I.A / 9-12 / 2 / a | |
| | CA.5 | 2.3 | | CA / I.. / 9-12 / 6 / c | | | | |
| | CA.6 | 3.1 | | CA / II.. / 9-12 / 5 / b | | | | |
| | HP.3 | 3.3 | | CA / II.. / 9-12 / 5 / c | | | | |
| | | 3.5 | | CA / III.. / 9-12 / 1 / e | | | | |
| | | 4.1 | | | | | | |
| H.2 | CA.4 | 2.1 | | CA / I.. / 9-12 / 1 / b | | | HP / I.A / 9-12 / 2 / a | |
| | CA.5 | 2.3 | | CA / I.. / 9-12 / 6 / c | | | | |
| | CA.6 | 3.1 | | CA / II.. / 9-12 / 5 / b | | | | |
| | HP.3 | 3.3 | | CA / II.. / 9-12 / 5 / c | | | | |

**KEY:**
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98 = same Frameworks as previous competency
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# Cosmetology

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.5 | | CA / III.. / 9-12 / 1 / b | | | | |
| | | 4.1 | | CA / III.. / 9-12 / 1 / e | | | | |
| H.3 | CA.4 | 3.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.5 | 3.3 | | CA / I.. / 9-12 / 6 / c | | | | |
| | CA.6 | 3.4 | | CA / II.. / 9-12 / 5 / b | | | | |
| | | 3.5 | | CA / II.. / 9-12 / 5 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / e | | | | |
| I.1 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |
| I.2 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |
| I.3 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |
| I.4 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |
| J.1 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |
| J.2 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |
| J.3 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |
| J.4 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |
| J.5 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |
| J.6 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |
| J.7 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |
| J.8 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| | HP.4 | 2.1 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| J.9 | CA.5<br>HP.4 | 1.5<br>2.1 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| J.10 | CA.5<br>HP.4 | 1.5<br>2.1 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| J.11 | CA.5<br>HP.4 | 1.5<br>2.1 | | CA / I.. / 9-12 / 1 / b | | | HP / IV.D / 9-12 / 1 / a | |
| K.1 | CA.5<br>MA.1<br>MA.2 | 1.5<br>2.1 | MA / V.. / 9-12 / 4 / a<br>MA / VI.. / 9-12 / 3 / b | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / g<br>CA / III.. / 9-12 / 1 / h<br>CA / III.. / 9-12 / 1 / i<br>CA / III.. / 9-12 / 1 / j | | | | |
| K.2 | CA.5<br>MA.1<br>MA.2 | 1.5<br>2.1 | MA / V.. / 9-12 / 4 / a<br>MA / VI.. / 9-12 / 3 / b | CA / I.. / 9-12 / 98 / # | | | | |
| K.3 | CA.5<br>MA.1<br>MA.2 | 1.5<br>2.1 | MA / V.. / 9-12 / 4 / a<br>MA / VI.. / 9-12 / 3 / b | CA / I.. / 9-12 / 98 / #<br>CA / III.. / 9-12 / 1 / a | | | | |
| K.4 | CA.5<br>MA.1<br>MA.2 | 1.5<br>2.1 | MA / V.. / 9-12 / 4 / a<br>MA / VI.. / 9-12 / 3 / b | CA / I.. / 9-12 / 98 / # | | | | |
| K.5 | CA.5<br>MA.1<br>MA.2 | 1.5<br>2.1 | MA / V.. / 9-12 / 4 / a<br>MA / VI.. / 9-12 / 3 / b | CA / I.. / 9-12 / 98 / # | | | | |
| L.1 | CA.4<br>CA.5<br>FA.1<br>FA.2 | 1.5<br>1.6<br>2.3<br>2.4<br>3.2<br>3.4 | MA / VI.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | FA / IV.A / 9-12 / 1 / a<br>FA / IV.A / 9-12 / 3 / a |
| L.2 | CA.4<br>CA.5<br>MA.2 | 1.5<br>1.6<br>2.3 | MA / VI.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |

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|---|---|---|
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.4 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| L.3 | CA.4 | 1.5 | MA / VI.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.6 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.4 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| L.4 | CA.4 | 1.5 | MA / VI.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.6 | | | | | | |
| | MA.2 | 2.3 | | | | | | |
| | | 2.4 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| M.1 | CA.5 | 1.5 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 1 / b | | | | FA / IV.B / 9-12 / 1 / a |
| | FA.2 | 1.6 | MA / VIII.. / 9-12 / 1 / * | | | | | FA / IV.C / 9-12 / 5 / b |
| | FA.3 | | | | | | | FA / IV.D / 9-12 / 7 / a |
| | MA.2 | | | | | | | |
| | MA.4 | | | | | | | |
| M.2 | CA.4 | 1.5 | MA / I.. / 9-12 / 3 / d | CA / I.. / 9-12 / 1 / b | | | | FA / IV.A / 9-12 / 1 / a |
| | CA.5 | 1.6 | MA / II.. / 9-12 / 2 / c | CA / I.. / 9-12 / 6 / c | | | | FA / IV.A / 9-12 / 3 / b |
| | FA.2 | 1.10 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 3 / c | | | | |
| | FA.3 | 3.1 | MA / V.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.2 | 3.2 | MA / VI.. / 9-12 / 3 / j | CA / III.. / 9-12 / 1 / g | | | | |
| | MA.4 | 3.4 | | CA / IV.. / 9-12 / 3 / b | | | | |
| | MA.6 | | | | | | | |
| M.3 | CA.4 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.6 | | | | | | |
| | FA.2 | 1.10 | | | | | | |
| | FA.3 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.4 | 3.4 | | | | | | |
| | MA.6 | | | | | | | |

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# Cosmetology

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| M.4 | CA.4 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.6 | | | | | | |
| | FA.2 | 1.10 | | | | | | |
| | FA.3 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.4 | 3.4 | | | | | | |
| | MA.6 | | | | | | | |
| M.5 | CA.4 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.6 | | | | | | |
| | FA.2 | 1.10 | | | | | | |
| | FA.3 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.4 | 3.4 | | | | | | |
| | MA.6 | | | | | | | |
| M.6 | CA.4 | 1.5 | MA / I.. / 9-12 / 98 / # | | | | | |
| | CA.5 | 1.6 | | | | | | |
| | FA.2 | 1.10 | | | | | | |
| | FA.3 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.4 | 3.4 | | | | | | |
| | MA.6 | | | | | | | |
| M.7 | CA.4 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.6 | | | | | | |
| | FA.2 | 1.10 | | | | | | |
| | FA.3 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.4 | 3.4 | | | | | | |
| | MA.6 | | | | | | | |
| M.8 | CA.4 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.6 | | | | | | |
| | FA.2 | 1.10 | | | | | | |
| | FA.3 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.4 | 3.4 | | | | | | |

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Competency Profile Date: 1989

# *Cosmetology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.6 | | | | | | | |
| M.9 | CA.4<br>CA.5<br>FA.2<br>FA.3<br>MA.2<br>MA.4<br>MA.6 | 1.5<br>1.6<br>1.10<br>3.1<br>3.2<br>3.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| M.10 | CA.4<br>CA.5<br>FA.2<br>FA.3<br>MA.2<br>MA.4<br>MA.6 | 1.5<br>1.6<br>1.10<br>3.1<br>3.2<br>3.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| M.11 | CA.4<br>CA.5<br>FA.2<br>FA.3<br>MA.2<br>MA.4<br>MA.6 | 1.5<br>1.6<br>1.10<br>3.1<br>3.2<br>3.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| N.1 | CA.3<br>CA.5<br>HP.5 | 1.4<br>1.5 | | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 3 / e | | | HP / II.A / 9-12 / 2 / *<br>HP / II.A / 9-12 / 3 / * | |
| N.2 | CA.3<br>CA.5<br>MA.4 | 1.4<br>1.5 | MA / V.. / 9-12 / 3 / a | CA / I.. / 9-12 / 98 / # | | | | |
| N.3 | CA.3<br>CA.4<br>CA.5 | 1.4<br>1.6<br>1.8<br>3.1<br>3.6 | | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / a<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / h | | | | |
| N.4 | CA.3 | 1.4 | | CA / I.. / 9-12 / 1 / b | | | | |

| | | |
|---|---|---|
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.4 | 1.6 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.5 | 1.8 | | CA / II.. / 9-12 / 3 / c | | | | |
| | | 3.1 | | CA / III.. / 9-12 / 1 / a | | | | |
| | | 3.6 | | CA / III.. / 9-12 / 1 / i | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| N.5 | CA.3 | 1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.4 | 2.1 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.5 | | | CA / II.. / 9-12 / 3 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / i | | | | |
| O.1 | CA.4 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.6 | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| O.2 | CA.4 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.6 | 1.6 | | CA / III.. / 9-12 / 1 / c | | | | |
| O.3 | CA.4 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / I.B / 9-12 / 1 / a | |
| | CA.6 | 2.1 | | CA / III.. / 9-12 / 1 / b | | | HP / III.A / 9-12 / 1 / a | |
| | HP.3 | | | CA / III.. / 9-12 / 1 / c | | | | |
| | HP.6 | | | CA / III.. / 9-12 / 1 / h | | | | |
| O.4 | CA.4 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / I.A / 9-12 / 98 / # | |
| | CA.6 | 2.1 | | CA / III.. / 9-12 / 1 / b | | | | |
| | HP.3 | 4.4 | | CA / III.. / 9-12 / 1 / c | | | | |
| | HP.6 | | | CA / III.. / 9-12 / 1 / i | | | | |
| O.5 | CA.4 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / I.B / 9-12 / 1 / a | |
| | CA.6 | 2.1 | | CA / III.. / 9-12 / 1 / b | | | HP / III.A / 9-12 / 1 / a | |
| | HP.3 | 4.4 | | CA / III.. / 9-12 / 1 / c | | | | |
| | HP.6 | | | CA / III.. / 9-12 / 1 / h | | | | |
| O.6 | CA.4 | 1.5 | | CA / I.. / 9-12 / 98 / # | | | HP / I.A / 9-12 / 98 / # | |
| | CA.6 | 2.1 | | | | | | |
| | HP.3 | 4.4 | | | | | | |
| | HP.6 | | | | | | | |
| O.7 | CA.4 | 1.5 | | CA / I.. / 9-12 / 98 / # | | | HP / I.A / 9-12 / 98 / # | |

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# Cosmetology

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | 2.1 | | | | | | |
| | HP.3 | 4.4 | | | | | | |
| | HP.6 | | | | | | | |
| O.8 | CA.4 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / I.A / 9-12 / 98 / # | |
| | CA.6 | 2.1 | | CA / III.. / 9-12 / 1 / b | | | | |
| | HP.3 | 4.4 | | CA / III.. / 9-12 / 1 / c | | | | |
| | HP.6 | | | CA / III.. / 9-12 / 1 / l | | | | |
| O.9 | CA.4 | 1.5 | | CA / I.. / 9-12 / 98 / # | | | HP / I.A / 9-12 / 98 / # | |
| | CA.6 | 2.1 | | | | | | |
| | HP.3 | 4.4 | | | | | | |
| | HP.6 | | | | | | | |
| O.10 | CA.4 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.6 | 2.1 | | CA / III.. / 9-12 / 1 / a | | | | |
| | | 4.4 | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / g | | | | |
| | | | | CA / III.. / 9-12 / 1 / h | | | | |
| | | | | CA / III.. / 9-12 / 1 / l | | | | |
| P.1 | CA.4 | 2.3 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.6 | 3.1 | | CA / I.. / 9-12 / 3 / d | | | | |
| | | 4.1 | | CA / I.. / 9-12 / 3 / e | | | | |
| | | | | CA / I.. / 9-12 / 6 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / h | | | | |
| P.2 | CA.4 | 2.3 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.6 | 3.1 | | CA / I.. / 9-12 / 3 / d | | | | |
| | | 4.1 | | CA / I.. / 9-12 / 3 / e | | | | |
| | | | | CA / I.. / 9-12 / 6 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / h | | | | |
| P.3 | CA.4 | 2.3 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.6 | 3.1 | | CA / I.. / 9-12 / 3 / d | | | | |
| | | 4.1 | | CA / I.. / 9-12 / 3 / e | | | | |
| | | | | CA / I.. / 9-12 / 6 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | CA / III.. / 9-12 / 1 / h | | | | |
| P.4 | CA.4 | 2.3 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.6 | 3.1 | | | | | | |
| | | 4.1 | | | | | | |
| Q.1 | CA.5 | 1.5 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.2 | 1.6 | | CA / I.. / 9-12 / 3 / b | | | | |
| | MA.4 | | | | | | | |
| Q.2 | CA.5 | 1.5 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.2 | 1.6 | | | | | | |
| | MA.4 | 3.2 | | | | | | |
| Q.3 | CA.5 | 1.5 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.2 | 1.6 | | | | | | |
| | | 3.2 | | | | | | |
| Q.4 | CA.5 | 1.5 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.2 | 1.6 | | CA / I.. / 9-12 / 3 / b | | | | |
| | | 3.2 | | CA / III.. / 9-12 / 1 / a | | | | |
| Q.5 | CA.3 | 1.4 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.5 | | CA / I.. / 9-12 / 3 / b | SC / III.A / 9-12 / 2 / a | | | |
| | SC.1 | 1.6 | | CA / III.. / 9-12 / 1 / a | SC / III.A / 9-12 / 3 / a | | | |
| | | 2.1 | | CA / III.. / 9-12 / 1 / h | SC / III.C / 9-12 / 1 / a | | | |
| | | 2.2 | | CA / IV.. / 9-12 / 1 / e | | | | |
| | | 3.2 | | CA / IV.. / 9-12 / 1 / f | | | | |
| | | 3.4 | | | | | | |
| Q.6 | CA.3 | 1.4 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.5 | | CA / I.. / 9-12 / 3 / b | SC / III.A / 9-12 / 2 / a | | | |
| | SC.1 | 1.6 | | CA / III.. / 9-12 / 1 / a | SC / III.A / 9-12 / 3 / a | | | |
| | | 2.1 | | CA / III.. / 9-12 / 1 / h | SC / III.C / 9-12 / 1 / a | | | |
| | | 2.2 | | CA / IV.. / 9-12 / 1 / e | | | | |
| | | 3.2 | | CA / IV.. / 9-12 / 1 / f | | | | |
| | | 3.4 | | | | | | |
| Q.7 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 4 / a | | HP / III.B / 9-12 / 2 / b | |
| | CA.5 | 1.6 | | CA / I.. / 9-12 / 2 / a | SC / III.A / 9-12 / 2 / a | | HP / III.C / 9-12 / 2 / * | |
| | HP.5 | 2.1 | | CA / I.. / 9-12 / 3 / b | SC / III.A / 9-12 / 3 / a | | | |

**KEY:**
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# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.7 | 2.2 | | CA / I.. / 9-12 / 6 / c | SC / III.B / 9-12 / 1 / a | | | |
| | MA.2 | 2.6 | | CA / II.. / 9-12 / 3 / c | SC / III.C / 9-12 / 1 / a | | | |
| | SC.1 | 3.2 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 3.4 | | CA / III.. / 9-12 / 1 / a | | | | |
| | | 3.8 | | CA / III.. / 9-12 / 1 / h | | | | |
| | | 4.7 | | | | | | |
| R.1 | CA.4 | 2.1 | MA / VI.. / 9-12 / 3 / e | CA / III.. / 9-12 / 1 / a | | | HP / IV.C / 9-12 / 1 / a | |
| | CA.6 | 3.2 | | CA / III.. / 9-12 / 1 / b | | | | |
| | FA.2 | 4.1 | | CA / III.. / 9-12 / 1 / g | | | | |
| | MA.2 | | | CA / III.. / 9-12 / 1 / h | | | | |
| | | | | CA / III.. / 9-12 / 1 / i | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| R.2 | CA.4 | 2.1 | MA / VI.. / 9-12 / 3 / e | CA / I.. / 9-12 / 98 / # | | | HP / IV.C / 9-12 / 1 / a | |
| | CA.6 | 3.2 | | | | | | |
| | FA.2 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| R.3 | CA.4 | 2.1 | MA / VI.. / 9-12 / 3 / e | CA / III.. / 9-12 / 1 / a | | | HP / IV.C / 9-12 / 1 / a | |
| | CA.6 | 3.2 | | CA / III.. / 9-12 / 1 / b | | | | |
| | FA.2 | 4.1 | | CA / III.. / 9-12 / 1 / g | | | | |
| | MA.2 | | | CA / III.. / 9-12 / 1 / h | | | | |
| | | | | CA / III.. / 9-12 / 1 / i | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| R.4 | CA.4 | 2.1 | MA / VI.. / 9-12 / 3 / e | CA / I.. / 9-12 / 98 / # | | | HP / IV.C / 9-12 / 1 / a | |
| | CA.6 | 3.2 | | | | | | |
| | FA.2 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| S.1 | CA.4 | 2.1 | MA / VI.. / 9-12 / 3 / e | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.6 | 3.2 | | | | | | |
| | MA.2 | 4.1 | | | | | | |
| S.2 | CA.4 | 2.1 | MA / VI.. / 9-12 / 3 / e | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.6 | 3.2 | | | | | | |
| | MA.2 | 4.1 | | | | | | |
| S.3 | CA.4 | 2.1 | MA / VI.. / 9-12 / 3 / a | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.6 | 3.2 | | CA / I.. / 9-12 / 3 / a | | | | |

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# *Cosmetology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 4.1 | | CA / I.. / 9-12 / 3 / e<br>CA / I.. / 9-12 / 6 / a<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / h | | | | |
| S.4 | CA.4<br>CA.6<br>MA.2 | 2.1<br>3.2<br>4.1 | MA / VI.. / 9-12 / 3 / e | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / g<br>CA / III.. / 9-12 / 1 / h<br>CA / III.. / 9-12 / 1 / i<br>CA / III.. / 9-12 / 1 / j | | | | |
| S.5 | CA.4<br>CA.6 | 2.1<br>3.2<br>4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| S.6 | CA.4<br>CA.6 | 2.1<br>3.2<br>4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| T.1 | CA.5<br>MA.2<br>MA.4 | 1.5<br>1.6 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 1 / b | | | | |
| T.2 | CA.5<br>HP.5<br>HP.7<br>MA.1 | 1.5<br>2.1<br>3.1<br>3.2<br>3.4<br>3.8<br>4.7 | MA / V.. / 9-12 / 1 / a | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 3 / b<br>CA / I.. / 9-12 / 6 / c<br>CA / II.. / 9-12 / 3 / b<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / h | | | HP / III.B / 9-12 / 2 / b<br>HP / III.C / 9-12 / 2 / * | |
| T.3 | CA.5<br>HP.5<br>HP.7<br>MA.1<br>SC.1 | 1.5<br>2.1<br>3.1<br>3.2<br>3.4<br>3.8<br>4.7 | MA / V.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | | HP / III.B / 9-12 / 2 / b<br>HP / III.C / 9-12 / 2 / * | |
| T.4 | CA.5 | 1.5 | MA / V.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | | HP / I.A / 9-12 / 98 / # | |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.5 | 2.1 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | SC.1 | 3.4 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.7 | | | | | | |
| T.5 | CA.5 | 1.5 | MA / V.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | | HP / I.A / 9-12 / 98 / # | |
| | HP.5 | 2.1 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | SC.1 | 3.4 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.7 | | | | | | |
| T.6 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.5 | 3.2 | | CA / I.. / 9-12 / 6 / c | | | | |
| | | 3.4 | | CA / III.. / 9-12 / 1 / h | | | | |
| | | 4.7 | | | | | | |
| U.1 | CA.4 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.6 | 1.6 | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| U.2 | CA.4 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / I.B / 9-12 / 1 / a | |
| | CA.6 | 2.1 | | CA / III.. / 9-12 / 1 / b | | | HP / III.A / 9-12 / 1 / a | |
| | HP.3 | 4.4 | | CA / III.. / 9-12 / 1 / c | | | | |
| | HP.6 | | | CA / III.. / 9-12 / 1 / l | | | | |
| U.3 | CA.4 | 1.5 | | CA / I.. / 9-12 / 98 / # | | | HP / I.A / 9-12 / 98 / # | |
| | CA.6 | 2.1 | | | | | | |
| | HP.6 | 4.4 | | | | | | |
| V.1 | CA.4 | 3.1 | | CA / I.. / 9-12 / 1 / b | SC / VII.B / 9-12 / 1 / a | | | |
| | SC.3 | 3.4 | | CA / I.. / 9-12 / 6 / c | | | | |
| | | 4.1 | | CA / II.. / 9-12 / 5 / b | | | | |
| | | 4.4 | | CA / II.. / 9-12 / 5 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / e | | | | |
| V.2 | CA.4 | 1.5 | | CA / II.. / 9-12 / 5 / b | | | | |

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**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
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Competency Profile Date: 1989

303

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | 2.1 | | CA / II.. / 9-12 / 6 / a | | | | |
| V.3 | CA.4<br>CA.6 | 1.5<br>2.1 | | CA / I.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / c<br>CA / III.. / 9-12 / 1 / h<br>CA / III.. / 9-12 / 1 / i | | | | |
| V.4 | CA.4<br>CA.6 | 1.5<br>2.1 | | CA / I.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / c<br>CA / III.. / 9-12 / 1 / i | | | | |
| V.5 | CA.4<br>CA.6<br>HP.3<br>HP.6 | 1.5<br>2.1 | | CA / I.. / 9-12 / 98 / # | | | HP / I.B / 9-12 / 1 / a<br>HP / III.A / 9-12 / 1 / a | |
| V.6 | CA.4<br>CA.6<br>HP.3<br>HP.6 | 1.5<br>2.1 | | CA / I.. / 9-12 / 98 / # | | | HP / I.A / 9-12 / 98 / # | |
| V.7 | CA.4<br>CA.6 | 2.3<br>3.1<br>4.1 | | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 6 / c<br>CA / II.. / 9-12 / 5 / b<br>CA / II.. / 9-12 / 5 / c<br>CA / III.. / 9-12 / 1 / e | | | | |
| V.8 | CA.4<br>CA.6 | 2.3<br>3.1<br>4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| V.9 | CA.4<br>CA.6 | 1.5<br>2.1 | | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / g<br>CA / III.. / 9-12 / 1 / h<br>CA / III.. / 9-12 / 1 / i<br>CA / III.. / 9-12 / 1 / j | | | | |
| V.10 | CA.4 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / I.B / 9-12 / 1 / a | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | | | CA / III.. / 9-12 / 1 / b | | | HP / III.A / 9-12 / 1 / a | |
| | HP.3 | | | CA / III.. / 9-12 / 1 / c | | | | |
| | HP.6 | | | CA / III.. / 9-12 / 1 / i | | | | |
| V.11 | CA.4 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / I.B / 9-12 / 1 / a | |
| | CA.6 | 2.1 | | CA / III.. / 9-12 / 1 / a | | | HP / III.A / 9-12 / 1 / a | |
| | HP.3 | | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / g | | | | |
| | | | | CA / III.. / 9-12 / 1 / h | | | | |
| | | | | CA / III.. / 9-12 / 1 / i | | | | |
| W.1 | CA.3 | 1.5 | MA / VI.. / 9-12 / 1 / b | CA / I.. / 9-12 / 1 / b | | | | FA / IV.A / 9-12 / 3 / b |
| | CA.5 | 1.6 | | CA / II.. / 9-12 / 3 / c | | | | |
| | FA.2 | 2.3 | | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.2 | 3.2 | | | | | | |
| W.2 | CA.5 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | |
| | | 4.7 | | CA / I.. / 9-12 / 3 / b | | | | |
| W.3 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / III.B / 9-12 / 2 / b | |
| | CA.5 | 2.2 | | CA / I.. / 9-12 / 3 / b | | | | |
| | HP.5 | 3.2 | | CA / I.. / 9-12 / 6 / c | | | | |
| | HP.7 | 3.4 | | CA / II.. / 9-12 / 3 / c | | | | |
| | | 4.7 | | | | | | |
| W.4 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / III.B / 9-12 / 2 / b | |
| | CA.5 | 4.7 | | CA / I.. / 9-12 / 3 / b | | | | |
| | HP.5 | | | CA / III.. / 9-12 / 1 / a | | | | |
| | HP.7 | | | CA / IV.. / 9-12 / 1 / g | | | | |
| X.1 | CA.4 | 2.3 | MA / VI.. / 9-12 / 3 / e | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.6 | 3.1 | | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.2 | 4.1 | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| X.2 | CA.4 | 2.3 | MA / VI.. / 9-12 / 3 / e | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.6 | 3.1 | | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.2 | 4.1 | | CA / II.. / 9-12 / 5 / b | | | | |
| | | | | CA / II.. / 9-12 / 5 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / e | | | | |

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# *Cosmetology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| X.3 | CA.4<br>CA.6 | 1.5<br>2.1 | | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / g<br>CA / III.. / 9-12 / 1 / h | | | | |
| X.4 | CA.4<br>CA.6<br>FA.2<br>HP.3<br>HP.5 | 1.5<br>2.1<br>4.4 | | CA / I.. / 9-12 / 3 / b<br>CA / I.. / 9-12 / 6 / a | | | HP / I.B / 9-12 / 1 / a<br>HP / III.A / 9-12 / 1 / a | FA / III.A / 9-12 / 1 / a |
| X.5 | CA.4<br>CA.6 | 1.5<br>2.1 | | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / g<br>CA / III.. / 9-12 / 1 / h | | | | |
| X.6 | CA.4<br>CA.6<br>FA.4<br>HP.3<br>HP.5 | 1.5<br>2.1<br>4.4 | | CA / I.. / 9-12 / 3 / b<br>CA / III.. / 9-12 / 4 / a | | | HP / I.A / 9-12 / 98 / # | |
| X.7 | CA.4<br>CA.6<br>FA.2<br>HP.3<br>HP.5 | 1.5<br>2.1<br>4.4 | | CA / I.. / 9-12 / 98 / # | | | HP / I.A / 9-12 / 98 / # | |
| X.8 | CA.4<br>CA.6 | | | CA / I.. / 9-12 / 98 / # | | | HP / I.A / 9-12 / 98 / # | |
| Y.1 | CA.5<br>HP.5<br>HP.7 | 1.5<br>3.4<br>4.7 | | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 3 / b<br>CA / I.. / 9-12 / 6 / c<br>CA / III.. / 9-12 / 1 / a | | | HP / III.B / 9-12 / 2 / b | |
| Y.2 | CA.5<br>HP.5<br>HP.7<br>SC.1 | 1.5<br>3.4<br>4.7 | | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a<br>SC / III.B / 9-12 / 1 / a | | HP / III.B / 9-12 / 2 / b | |

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Competency Profile Date: 1989

# *Cosmetology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| Y.3 | CA.3 | 1.8 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.4 | 3.4 | | | | | | |
| | | 4.7 | | | | | | |
| Y.4 | CA.3 | 1.5 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 4.7 | | | | | | |
| Y.5 | CA.3 | 1.5 | | CA / I.. / 9-12 / 98 / # | | | HP / III.B / 9-12 / 2 / b | |
| | CA.5 | 4.7 | | | | | | |
| | HP.5 | | | | | | | |
| | HP.7 | | | | | | | |
| Z.1 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / II.B / 9-12 / 1 / a | |
| | CA.4 | 1.8 | | CA / I.. / 9-12 / 2 / a | | | HP / II.B / 9-12 / 2 / a | |
| | CA.6 | 2.3 | | CA / I.. / 9-12 / 6 / c | | | HP / II.B / 9-12 / 3 / a | |
| | HP.1 | 3.4 | | | | | HP / II.D / 9-12 / 1 / b | |
| | HP.2 | 4.7 | | | | | HP / III.A / 9-12 / 1 / a | |
| | HP.3 | | | | | | HP / III.B / 9-12 / 2 / b | |
| | HP.5 | | | | | | HP / III.C / 9-12 / 1 / a | |
| | HP.6 | | | | | | HP / V.A / 9-12 / 5 / c | |
| Z.2 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | HP / II.B / 9-12 / 1 / a | |
| | CA.4 | 1.8 | | CA / I.. / 9-12 / 2 / a | | | HP / II.B / 9-12 / 2 / a | |
| | CA.6 | 2.3 | | CA / I.. / 9-12 / 6 / c | | | HP / II.B / 9-12 / 3 / a | |
| | HP.1 | 3.1 | | CA / III.. / 9-12 / 1 / a | | | HP / II.B / 9-12 / 6 / a | |
| | HP.2 | 3.2 | | CA / III.. / 9-12 / 1 / b | | | | |
| | HP.5 | 3.3 | | CA / III.. / 9-12 / 1 / g | | | | |
| | HP.6 | 3.4 | | | | | | |
| | | 4.7 | | | | | | |
| Za.1 | CA.4 | 4.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.6 | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| Za.2 | CA.4 | 4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.6 | | | | | | | |
| Za.3 | CA.4 | 4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.6 | | | | | | | |

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Competency Profile Date: 1989

# *Cosmetology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| Za.4 | CA.4<br>CA.6 | 4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| Za.5 | CA.4<br>CA.6 | 2.1<br>3.2<br>4.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| Za.6 | CA.4<br>CA.6<br>FA.2 | 1.4<br>1.5<br>2.1 | | CA / I.. / 9-12 / 3 / b<br>CA / II.. / 9-12 / 6 / a | | | | FA / III.A / 9-12 / 1 / a |
| Za.7 | CA.4<br>CA.6<br>FA.2 | 1.4<br>1.5<br>2.1 | | CA / I.. / 9-12 / 98 / # | | | | FA / III.A / 9-12 / 1 / a |
| Za.8 | CA.4<br>CA.6<br>FA.2 | 1.4<br>1.5<br>2.1 | | CA / I.. / 9-12 / 98 / # | | | | FA / III.A / 9-12 / 1 / a |
| Za.9 | CA.4<br>CA.6<br>FA.2 | 1.4<br>1.5<br>2.1 | | CA / I.. / 9-12 / 98 / # | | | | FA / III.A / 9-12 / 1 / a |
| Za.10 | CA.4<br>CA.6<br>FA.2 | 1.4<br>1.5<br>2.1 | | CA / I.. / 9-12 / 98 / # | | | | FA / III.A / 9-12 / 1 / a |
| Za.11 | CA.4<br>CA.6<br>FA.2 | 1.4<br>1.5<br>2.1 | | CA / I.. / 9-12 / 98 / # | | | | FA / III.A / 9-12 / 1 / a |
| Za.12 | CA.4<br>CA.6<br>FA.2 | 1.4<br>1.5<br>2.1 | | CA / I.. / 9-12 / 98 / # | | | | FA / III.A / 9-12 / 1 / a |
| Za.13 | CA.4<br>CA.6 | 1.5<br>2.1<br>4.4 | | CA / I.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / c<br>CA / III.. / 9-12 / 1 / g<br>CA / III.. / 9-12 / 1 / h<br>CA / III.. / 9-12 / 1 / j | | | | FA / III.A / 9-12 / 1 / a |
| Zb.1 | CA.4 | 1.4 | | CA / I.. / 9-12 / 3 / b | | | | FA / III.A / 9-12 / 1 / a |

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# Cosmetology

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | CA.6<br>FA.2 | 1.5<br>2.1 |  | CA / II.. / 9-12 / 6 / a |  |  |  |  |
| Zb.2 | CA.4<br>CA.6<br>FA.2 | 1.4<br>1.5<br>2.1 |  | CA / I.. / 9-12 / 98 / # |  |  |  | FA / III.A / 9-12 / 1 / a |
| Zb.3 | CA.4<br>CA.6<br>FA.2 | 1.4<br>1.5<br>2.1 |  | CA / I.. / 9-12 / 98 / # |  |  |  | FA / III.A / 9-12 / 1 / a |
| Zb.4 | CA.4<br>CA.6<br>FA.2 | 1.4<br>1.5<br>2.1 |  | CA / I.. / 9-12 / 98 / # |  |  |  | FA / III.A / 9-12 / 1 / a |
| Zb.5 | CA.4<br>CA.6 | 1.4<br>1.5<br>2.1 |  | CA / I.. / 9-12 / 98 / # |  |  |  |  |
| Zb.6 | CA.4<br>CA.6 | 1.4<br>1.5<br>2.1 |  | CA / I.. / 9-12 / 98 / # |  |  |  |  |
| Zb.7 | CA.4<br>CA.6 | 1.5<br>2.1<br>4.4 |  | CA / I.. / 9-12 / 98 / # |  |  |  |  |
| Zc.1 | CA.3<br>CA.5 | 1.5<br>3.4<br>4.7 |  | CA / I.. / 9-12 / 1 / b<br>CA / II.. / 9-12 / 5 / b |  |  |  |  |
| Zc.2 | CA.5 | 1.5<br>3.1<br>4.7 |  | CA / I.. / 9-12 / 1 / b<br>CA / II.. / 9-12 / 5 / b |  |  |  |  |
| Zc.3 | CA.3<br>CA.5<br>MA.1<br>MA.5 | 1.5<br>1.8<br>3.1 | MA / V.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 1 / b<br>CA / II.. / 9-12 / 5 / b |  |  |  |  |
| Zd.1 | CA.3<br>CA.5<br>SC.3 | 1.5 |  | CA / I.. / 9-12 / 1 / b | SC / VII.A / 9-12 / 1 / a<br>SC / VII.A / 9-12 / 2 / a<br>SC / VII.B / 9-12 / 1 / a |  |  |  |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | SC / VII.B / 9-12 / 2 / a<br>SC / VII.B / 9-12 / 3 / a | | | |
| Zd.2 | CA.3<br>CA.5 | 1.5<br>1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| Zd.3 | CA.3<br>CA.5 | 1.5<br>1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| Zd.4 | CA.3<br>CA.5 | 1.5<br>1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| Zd.5 | CA.3<br>CA.5 | 1.5<br>1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| Zd.6 | CA.3<br>CA.5 | 1.5<br>1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| Zd.7 | CA.3<br>CA.5 | 1.5<br>1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| Zd.8 | CA.3<br>CA.5<br>HP.1<br>HP.2<br>HP.5 | 1.5<br>1.8<br>3.4 | | CA / I.. / 9-12 / 1 / b | | SS / II.B / 9-12 / 1 / a<br>SS / II.B / 9-12 / 2 / a<br>SS / II.B / 9-12 / 3 / a<br>SS / II.B / 9-12 / 6 / a | | |
| Zd.9 | CA.3<br>CA.5 | 1.5<br>1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| Zd.10 | CA.3<br>CA.5 | 1.5<br>1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| Zd.11 | CA.3<br>CA.5 | 1.5<br>1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| Zd.12 | CA.3<br>CA.5 | 1.5<br>1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| Ze.1 | CA.4<br>CA.6<br>SC.1 | 1.5 | | CA / I.. / 9-12 / 1 / a<br>CA / I.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / c | SC / III.A / 9-12 / 3 / a | | | |
| Ze.2 | CA.4 | 1.5 | | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA 6<br>SC.1 | | | | | | | |
| Ze.3 | CA.4<br>CA.6<br>SC.1 | 1.5 | | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | | | |
| Ze.4 | CA.4<br>CA.6<br>SC.1 | 1.5 | | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | | | |
| Ze.5 | CA.4<br>CA.6<br>SC.1 | 1.5 | | CA / I.. / 9-12 / 1 / a<br>CA / II.. / 9-12 / 4 / b | SC / III.A / 9-12 / 3 / a | | | |
| Ze.6 | CA.4<br>CA.6<br>SC.1 | 1.5 | | CA / I.. / 9-12 / 1 / a<br>CA / I.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / c | SC / III.A / 9-12 / 3 / a | | | |
| Ze.7 | CA.4<br>CA.6<br>SC.1 | 1.5 | | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | | | |
| Ze.8 | CA.4<br>CA.6<br>SC.1 | 1.5 | | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | | | |
| Ze.9 | CA.4<br>CA.6<br>SC.1 | 1.5 | | CA / I.. / 9-12 / 1 / a<br>CA / II.. / 9-12 / 4 / b | SC / III.A / 9-12 / 3 / a | | | |
| Ze.10 | CA.4<br>CA.6<br>SC.1 | 1.5 | | CA / I.. / 9-12 / 1 / a<br>CA / I.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / c | SC / III.A / 9-12 / 3 / a | | | |
| Zl.1 | CA.3<br>CA.4<br>CA.5<br>MA.1<br>MA.3 | 1.2<br>1.4<br>1.5<br>1.7<br>1.8 | MA / V.. / 9-12 / 1 / a<br>MA / V.. / 9-12 / 3 / a<br>MA / V.. / 9-12 / 4 / b<br>MA / VII.. / 9-12 / 4 / a | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / b<br>CA / I.. / 9-12 / 3 / f<br>CA / I.. / 9-12 / 6 / c | | SS / I.C / 9-12 / 8 / *<br>SS / I.D / 9-12 / 3 / *<br>SS / I.D / 9-12 / 4 / *<br>SS / I.D / 9-12 / 5 / *<br>SS / II.A / 9-12 / 4 / * | | |

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98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

Competency Profile Date: 1989

## Cosmetology

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.4 | 2.3 | | CA / II.. / 9-12 / 3 / c | | SS / II.D / 9-12 / 2 / * | | |
| | SS.5 | 3.2 | | CA / II.. / 9-12 / 5 / b | | SS / II.D / 9-12 / 4 / * | | |
| | | 3.6 | | CA / II.. / 9-12 / 6 / a | | SS / III.D / 9-12 / 1 / * | | |
| | | 4.2 | | CA / III.. / 9-12 / 1 / a | | SS / III.D / 9-12 / 5 / * | | |
| | | 4.4 | | CA / III.. / 9-12 / 4 / b | | SS / III.E / 9-12 / 6 / * | | |
| | | 4.5 | | CA / IV.. / 9-12 / 1 / a | | SS / IV.D / 9-12 / 3 / * | | |
| | | 4.7 | | CA / IV.. / 9-12 / 1 / e | | | | |
| | | | | CA / IV.. / 9-12 / 1 / g | | | | |
| | | | | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | | CA / IV.. / 9-12 / 3 / f | | | | |
| ZI.2 | CA.3 | 1.2 | MA / V.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | SS / I.C / 9-12 / 7 / * | HP / III.A / 9-12 / 1 / a | |
| | CA.4 | 1.4 | MA / VII.. / 9-12 / 4 / a | | | SS / I.D / 9-12 / 5 / * | HP / III.D / 9-12 / 1 / a | |
| | HP.6 | 1.5 | | | | SS / II.A / 9-12 / 4 / * | HP / V.B / 9-12 / 1 / a | |
| | MA.1 | 1.7 | | | | SS / IV.D / 9-12 / 3 / * | HP / V.B / 9-12 / 1 / b | |
| | MA.3 | 1.8 | | | | | HP / V.B / 9-12 / 2 / a | |
| | SS.5 | 2.3 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| ZI.3 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | FA / IV.A / 9-12 / 1 / a |
| | CA.4 | 1.6 | | CA / I.. / 9-12 / 2 / a | | | | |
| | FA.2 | 1.8 | | CA / I.. / 9-12 / 2 / b | | | | |
| | | 1.10 | | CA / I.. / 9-12 / 3 / a | | | | |
| | | 2.1 | | CA / I.. / 9-12 / 3 / b | | | | |
| | | 2.5 | | CA / I.. / 9-12 / 6 / c | | | | |
| | | 3.2 | | CA / II.. / 9-12 / 3 / a | | | | |
| | | 3.6 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / f | | | | |
| ZI.4 | CA.1 | 1.2 | MA / V.. / 9-12 / 1 / a | CA / I.. / 9-12 / 1 / b | | SS / II.D / 9-12 / 2 / * | HP / II.D / 9-12 / 1 / b | |
| | CA.3 | 1.4 | MA / VII.. / 9-12 / 1 / a | CA / I.. / 9-12 / 2 / a | | SS / II.D / 9-12 / 4 / * | HP / III.A / 9-12 / 1 / a | |
| | CA.4 | 1.5 | MA / VII.. / 9-12 / 4 / a | CA / I.. / 9-12 / 2 / b | | SS / III.D / 9-12 / 1 / * | HP / III.B / 9-12 / 2 / b | |
| | CA.6 | 1.6 | MA / IX.. / 9-12 / 2 / d | CA / I.. / 9-12 / 3 / f | | | HP / III.D / 9-12 / 1 / a | |
| | CA.7 | 1.8 | | CA / I.. / 9-12 / 6 / c | | | HP / V.B / 9-12 / 1 / a | |
| | HP.2 | 1.10 | | CA / II.. / 9-12 / 5 / b | | | HP / V.B / 9-12 / 2 / a | |

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98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | HP.3 | 2.1 |  | CA / II.. / 9-12 / 6 / a |  |  |  |  |
|  | HP.5 | 2.2 |  | CA / III.. / 9-12 / 1 / a |  |  |  |  |
|  | HP.6 | 2.3 |  | CA / III.. / 9-12 / 4 / b |  |  |  |  |
|  | HP.7 | 2.6 |  | CA / IV.. / 9-12 / 1 / a |  |  |  |  |
|  | MA.1 | 2.7 |  | CA / IV.. / 9-12 / 1 / b |  |  |  |  |
|  | MA.3 | 3.2 |  | CA / IV.. / 9-12 / 1 / e |  |  |  |  |
|  | MA.5 | 3.3 |  | CA / IV.. / 9-12 / 1 / f |  |  |  |  |
|  | SS.4 | 3.4 |  | CA / IV.. / 9-12 / 1 / g |  |  |  |  |
|  |  | 3.8 |  |  |  |  |  |  |
|  |  | 4.4 |  |  |  |  |  |  |
|  |  | 4.5 |  |  |  |  |  |  |
|  |  | 4.6 |  |  |  |  |  |  |
|  |  | 4.7 |  |  |  |  |  |  |
|  |  | 4.8 |  |  |  |  |  |  |
| ZI.5 | CA.1 | 1.4 |  | CA / I.. / 9-12 / 1 / b |  |  |  |  |
|  | CA.3 | 1.8 |  | CA / I.. / 9-12 / 3 / b |  |  |  |  |
|  | CA.4 | 2.2 |  | CA / I.. / 9-12 / 6 / c |  |  |  |  |
|  |  | 2.6 |  | CA / II.. / 9-12 / 3 / c |  |  |  |  |
|  |  | 4.6 |  | CA / II.. / 9-12 / 4 / a |  |  |  |  |
|  |  |  |  | CA / II.. / 9-12 / 6 / a |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 1 / a |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 4 / b |  |  |  |  |
|  |  |  |  | CA / IV.. / 9-12 / 3 / f |  |  |  |  |
| ZI.6 | CA.1 | 2.2 |  | CA / I.. / 9-12 / 98 / # |  |  |  |  |
|  |  | 2.6 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
| ZI.7 | CA.1 | 1.5 | MA / V.. / 9-12 / 1 / a | CA / I.. / 9-12 / 1 / a |  | SS / I.D / 9-12 / 2 / * |  | FA / IV.A / 9-12 / 1 / a |
|  | CA.3 | 1.7 |  | CA / I.. / 9-12 / 1 / b |  | SS / II.D / 9-12 / 4 / * |  | FA / IV.A / 9-12 / 3 / b |
|  | CA.5 | 1.8 |  | CA / I.. / 9-12 / 2 / b |  | SS / III.D / 9-12 / 1 / * |  |  |
|  | FA.2 | 1.10 |  | CA / I.. / 9-12 / 3 / a |  |  |  |  |
|  | MA.1 | 2.1 |  | CA / I.. / 9-12 / 3 / b |  |  |  |  |
|  | SS.4 | 2.2 |  | CA / I.. / 9-12 / 6 / c |  |  |  |  |
|  |  | 2.6 |  | CA / II.. / 9-12 / 3 / c |  |  |  |  |
|  |  | 3.2 |  | CA / II.. / 9-12 / 4 / a |  |  |  |  |
|  |  | 3.8 |  | CA / II.. / 9-12 / 4 / b |  |  |  |  |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  |  | 4.4 |  | CA / II.. / 9-12 / 4 / f |  |  |  |  |
|  |  |  |  | CA / II.. / 9-12 / 5 / b |  |  |  |  |
|  |  |  |  | CA / II.. / 9-12 / 6 / a |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 1 / d |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 4 / b |  |  |  |  |
|  |  |  |  | CA / IV.. / 9-12 / 1 / d |  |  |  |  |
|  |  |  |  | CA / IV.. / 9-12 / 3 / f |  |  |  |  |
| Zg.1 | CA.4 | 1.1 |  | CA / I.. / 9-12 / 1 / a |  |  |  |  |
|  |  | 3.5 |  | CA / I.. / 9-12 / 3 / c |  |  |  |  |
|  |  | 4.2 |  | CA / I.. / 9-12 / 3 / d |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 3 / e |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 3 / f |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 5 / a |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 5 / b |  |  |  |  |
|  |  |  |  | CA / II.. / 9-12 / 6 / b |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 1 / a |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 1 / b |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 1 / c |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 1 / g |  |  |  |  |
| Zg.2 | CA.4 | 1.1 |  | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 1 / a |  |  |  |
|  | SS.3 | 3.5 |  | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 2 / a |  |  |  |
|  |  | 4.2 |  | CA / I.. / 9-12 / 3 / c |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 3 / d |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 3 / e |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 3 / f |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 5 / a |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 5 / b |  |  |  |  |
|  |  |  |  | CA / II.. / 9-12 / 6 / b |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 1 / a |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 1 / b |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 1 / c |  |  |  |  |
|  |  |  |  | CA / III.. / 9-12 / 1 / g |  |  |  |  |
| Zg.3 | CA.4 | 1.1 |  | CA / I.. / 9-12 / 1 / a |  |  |  |  |
|  |  | 4.4 |  | CA / I.. / 9-12 / 3 / c |  |  |  |  |
|  |  |  |  | CA / I.. / 9-12 / 3 / d |  |  |  |  |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | CA / I.. / 9-12 / 3 / e | | | | |
| | | | | CA / I.. / 9-12 / 3 / f | | | | |
| | | | | CA / I.. / 9-12 / 5 / a | | | | |
| | | | | CA / II.. / 9-12 / 6 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / g | | | | |
| Zh.1 | CA.1 | 1.2 | | CA / I.. / 9-12 / 2 / c | | | | |
| | CA.3 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | CA.4 | 2.3 | | CA / I.. / 9-12 / 3 / c | | | | |
| | | 4.6 | | CA / I.. / 9-12 / 3 / d | | | | |
| | | | | CA / I.. / 9-12 / 3 / e | | | | |
| | | | | CA / II.. / 9-12 / 6 / * | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / g | | | | |
| | | | | CA / IV.. / 9-12 / 1 / a | | | | |
| | | | | CA / IV.. / 9-12 / 1 / b | | | | |
| | | | | CA / IV.. / 9-12 / 1 / c | | | | |
| | | | | CA / IV.. / 9-12 / 1 / d | | | | |
| Zh.2 | CA.4 | 1.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | | 1.5 | | | | | | |
| | | 4.5 | | | | | | |
| Zh.3 | CA.1 | 1.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.4 | 2.2 | | | | | | |
| | | 4.5 | | | | | | |
| Zh.4 | CA.1 | 2.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 2.2 | | | | | | |
| | CA.4 | 2.6 | | | | | | |
| | CA.6 | | | | | | | |
| Zh.5 | CA.1 | 2.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 2.2 | | | | | | |
| | CA.4 | 2.6 | | | | | | |

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99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | | | | | | | |
| Zh.6 | CA.1 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 2.1 | | CA / II.. / 9-12 / 3 / c | | | | |
| | CA.4 | 2.2 | | CA / II.. / 9-12 / 4 / a | | | | |
| | CA.5 | 2.3 | | CA / II.. / 9-12 / 5 / a | | | | |
| | CA.6 | 2.6 | | CA / II.. / 9-12 / 5 / c | | | | |
| | CA.7 | 2.7 | | CA / II.. / 9-12 / 6 / a | | | | |
| | HP.2 | 4.1 | | CA / III.. / 9-12 / 1 / g | | | | |
| | | | | CA / III.. / 9-12 / 1 / i | | | | |
| | | | | CA / III.. / 9-12 / 4 / b | | | | |
| | | | | CA / IV.. / 9-12 / 1 / a | | | | |
| | | | | CA / IV.. / 9-12 / 1 / c | | | | |
| | | | | CA / IV.. / 9-12 / 1 / d | | | | |
| Zh.7 | CA.1 | 2.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.4 | 2.3 | | CA / I.. / 9-12 / 6 / c | | | | |
| | | 2.6 | | CA / II.. / 9-12 / 5 / c | | | | |
| | | | | CA / IV.. / 9-12 / 1 / d | | | | |
| | | | | CA / IV.. / 9-12 / 3 / l | | | | |
| Zh.8 | CA.5 | 4.7 | | CA / I.. / 9-12 / 1 / b | | | HP / II.A / 9-12 / 4 / a | |
| | HP.2 | | | | | | | |
| | HP.4 | | | | | | | |
| | HP.5 | | | | | | | |
| Zh.9 | CA.1 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 2.1 | | CA / I.. / 9-12 / 2 / c | | | | |
| | CA.4 | 2.2 | | CA / I.. / 9-12 / 3 / a | | | | |
| | CA.6 | 2.3 | | CA / I.. / 9-12 / 6 / a | | | | |
| | | 2.6 | | CA / II.. / 9-12 / 3 / c | | | | |
| | | 3.3 | | CA / II.. / 9-12 / 5 / a | | | | |
| | | 3.8 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 4.4 | | CA / III.. / 9-12 / 1 / b | | | | |
| | | 4.5 | | CA / III.. / 9-12 / 4 / b | | | | |
| | | 4.8 | | CA / IV.. / 9-12 / 1 / e | | | | |
| | | | | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | | CA / IV.. / 9-12 / 3 / l | | | | |

| KEY: | |
|---|---|
| * = may use all "to do" statements | # = same Frameworks as previous competency |
| 88 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| Zh.10 | CA.1 | 1.5 | | CA / I.. / 9-12 / 1 / b | | SS / II.B / 9-12 / 5 / * | | |
| | CA.3 | 1.8 | | CA / I.. / 9-12 / 3 / b | | | | |
| | CA.4 | 2.1 | | CA / I.. / 9-12 / 6 / a | | | | |
| | CA.5 | 2.2 | | CA / II.. / 9-12 / 3 / a | | | | |
| | CA.6 | 2.3 | | CA / II.. / 9-12 / 4 / h | | | | |
| | SS.3 | 2.6 | | CA / II.. / 9-12 / 5 / a | | | | |
| | | 3.1 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 3.6 | | CA / III.. / 9-12 / 1 / c | | | | |
| | | 4.6 | | CA / III.. / 9-12 / 4 / b | | | | |
| | | | | CA / IV.. / 9-12 / 1 / a | | | | |
| | | | | CA / IV.. / 9-12 / 1 / d | | | | |

Notes: Duty bands and competencies do not need to be taught in any particular order. Competencies completed will depend on the length of the course. * Indicates duty bands composed of objectives from "Applied Foodservice Sanitation: A Certification Coursebook" by The Education Foundation of the National Restaurant Association. Permission to use these competencies on the profile granted. An asterisk (*) in the curriculum frameworks column(s) indicates all "to do" statements in that section are applicable. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A.1 | CA.3 | 1.1 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 3 / a | SS / I.A / 9-12 / 99 / a | HP / II.D / 9-12 / 1 / a | FA / IV.A / 9-12 / 3 / a |
|  | CA.4 | 1.2 | MA / I.. / 9-12 / 1 / b | CA / I.. / 9-12 / 2 / a | SC / I.B / 9-12 / 1 / a | SS / I.A / 9-12 / 99 / b |  | FA / IV.A / 9-12 / 3 / b |
|  | CA.6 | 1.4 | MA / I.. / 9-12 / 1 / c | CA / I.. / 9-12 / 3 / * | SC / II.A / 9-12 / 1 / a | SS / I.A / 9-12 / 99 / c |  |  |
|  | HP.3 | 1.5 | MA / I.. / 9-12 / 3 / a | CA / I.. / 9-12 / 6 / a | SC / II.B / 9-12 / 2 / a | SS / I.B / 9-12 / 99 / a |  |  |
|  | HP.4 | 1.10 | MA / I.. / 9-12 / 3 / b | CA / I.. / 9-12 / 6 / c | SC / VI.A / 9-12 / 3 / a | SS / I.B / 9-12 / 99 / b |  |  |
|  | HP.5 | 2.1 | MA / I.. / 9-12 / 3 / c | CA / I.. / 9-12 / 6 / d | SC / VIII.A / 9-12 / 2 / a | SS / I.B / 9-12 / 99 / c |  |  |
|  | HP.6 | 2.2 | MA / I.. / 9-12 / 4 / a | CA / II.. / 9-12 / 3 / * |  | SS / II.A / 9-12 / 1 / * |  |  |
|  | MA.1 | 2.6 | MA / I.. / 9-12 / 4 / b | CA / III.. / 9-12 / 1 / b |  | SS / II.A / 9-12 / 2 / * |  |  |
|  | SS.3 | 2.7 | MA / I.. / 9-12 / 4 / c | CA / III.. / 9-12 / 4 / * |  | SS / II.B / 9-12 / 1 / c |  |  |
|  | SS.4 | 4.1 | MA / II.. / 9-12 / 1 / h | CA / IV.. / 9-12 / 3 / * |  | SS / II.B / 9-12 / 1 / d |  |  |
|  | SS.6 | 4.2 | MA / III.. / 9-12 / 5 / * |  |  | SS / II.B / 9-12 / 1 / g |  |  |
|  |  | 4.3 | MA / IV.. / 9-12 / 2 / c |  |  | SS / II.B / 9-12 / 1 / h |  |  |
|  |  | 4.4 | MA / IV.. / 9-12 / 2 / d |  |  | SS / II.B / 9-12 / 1 / j |  |  |
|  |  | 4.5 | MA / IV.. / 9-12 / 3 / c |  |  | SS / II.B / 9-12 / 2 / c |  |  |
|  |  | 4.6 | MA / IV.. / 9-12 / 3 / d |  |  | SS / II.B / 9-12 / 2 / d |  |  |
|  |  | 4.7 | MA / V.. / 9-12 / 1 / * |  |  | SS / II.B / 9-12 / 2 / g |  |  |
|  |  | 4.8 | MA / V.. / 9-12 / 2 / * |  |  | SS / II.B / 9-12 / 2 / h |  |  |
|  |  |  | MA / V.. / 9-12 / 3 / * |  |  | SS / II.B / 9-12 / 2 / j |  |  |
|  |  |  | MA / V.. / 9-12 / 4 / * |  |  | SS / II.B / 9-12 / 4 / c |  |  |
|  |  |  | MA / VII.. / 9-12 / 5 / * |  |  | SS / II.B / 9-12 / 4 / d |  |  |
|  |  |  | MA / IX.. / 9-12 / 2 / * |  |  | SS / II.B / 9-12 / 4 / g |  |  |
|  |  |  | MA / X.. / 9-12 / 4 / * |  |  | SS / II.B / 9-12 / 4 / h |  |  |
|  |  |  |  |  |  | SS / II.B / 9-12 / 4 / j |  |  |
|  |  |  |  |  |  | SS / II.D / 9-12 / 1 / a |  |  |
|  |  |  |  |  |  | SS / II.D / 9-12 / 1 / g |  |  |
|  |  |  |  |  |  | SS / II.D / 9-12 / 1 / h |  |  |
|  |  |  |  |  |  | SS / II.D / 9-12 / 1 / h |  |  |
|  |  |  |  |  |  | SS / II.D / 9-12 / 1 / i |  |  |
|  |  |  |  |  |  | SS / II.D / 9-12 / 1 / j |  |  |
|  |  |  |  |  |  | SS / II.D / 9-12 / 1 / l |  |  |
|  |  |  |  |  |  | SS / II.D / 9-12 / 1 / n |  |  |
|  |  |  |  |  |  | SS / II.D / 9-12 / 2 / a |  |  |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | SS / II.D / 9-12 / 2 / g | | |
| | | | | | | SS / II.D / 9-12 / 2 / h | | |
| | | | | | | SS / II.D / 9-12 / 2 / h | | |
| | | | | | | SS / II.D / 9-12 / 2 / i | | |
| | | | | | | SS / II.D / 9-12 / 2 / i | | |
| | | | | | | SS / II.D / 9-12 / 2 / j | | |
| | | | | | | SS / II.D / 9-12 / 2 / l | | |
| | | | | | | SS / II.D / 9-12 / 2 / n | | |
| | | | | | | SS / II.D / 9-12 / 3 / a | | |
| | | | | | | SS / II.D / 9-12 / 3 / g | | |
| | | | | | | SS / II.D / 9-12 / 3 / h | | |
| | | | | | | SS / II.D / 9-12 / 3 / i | | |
| | | | | | | SS / II.D / 9-12 / 3 / n | | |
| | | | | | | SS / II.D / 9-12 / 4 / a | | |
| | | | | | | SS / II.D / 9-12 / 4 / g | | |
| | | | | | | SS / II.D / 9-12 / 4 / h | | |
| | | | | | | SS / II.D / 9-12 / 4 / i | | |
| | | | | | | SS / II.D / 9-12 / 4 / l | | |
| | | | | | | SS / II.D / 9-12 / 4 / n | | |
| | | | | | | SS / II.D / 9-12 / 8 / a | | |
| | | | | | | SS / II.D / 9-12 / 8 / g | | |
| | | | | | | SS / II.D / 9-12 / 8 / h | | |
| | | | | | | SS / II.D / 9-12 / 8 / h | | |
| | | | | | | SS / II.D / 9-12 / 8 / i | | |
| | | | | | | SS / II.D / 9-12 / 8 / i | | |
| | | | | | | SS / II.D / 9-12 / 8 / j | | |
| | | | | | | SS / II.D / 9-12 / 8 / l | | |
| | | | | | | SS / II.D / 9-12 / 8 / n | | |
| | | | | | | SS / II.E / 9-12 / 3 / c | | |
| | | | | | | SS / II.E / 9-12 / 3 / d | | |
| | | | | | | SS / II.E / 9-12 / 3 / g | | |
| | | | | | | SS / II.E / 9-12 / 3 / g | | |
| | | | | | | SS / II.E / 9-12 / 3 / h | | |
| | | | | | | SS / II.E / 9-12 / 3 / i | | |
| | | | | | | SS / II.E / 9-12 / 4 / c | | |

**KEY:**
' = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | SS / II.E / 9-12 / 4 / d | | |
| | | | | | | SS / II.E / 9-12 / 4 / g | | |
| | | | | | | SS / II.E / 9-12 / 4 / h | | |
| | | | | | | SS / II.E / 9-12 / 4 / i | | |
| | | | | | | SS / III.D / 9-12 / 2 / a | | |
| | | | | | | SS / III.D / 9-12 / 2 / b | | |
| | | | | | | SS / III.D / 9-12 / 2 / c | | |
| | | | | | | SS / III.D / 9-12 / 2 / d | | |
| | | | | | | SS / III.D / 9-12 / 2 / f | | |
| | | | | | | SS / III.D / 9-12 / 2 / h | | |
| | | | | | | SS / IV.E / 9-12 / 2 / ' | | |
| | | | | | | SS / IV.E / 9-12 / 4 / ' | | |
| A.2 | CA.1 | 1.5 | | CA / I.. / 9-12 / 1 / a | | SS / III.C / 9-12 / 1 / ' | | |
| | CA.4 | 1.6 | | CA / I.. / 9-12 / 2 / ' | | SS / III.C / 9-12 / 2 / ' | | |
| | CA.6 | 1.7 | | CA / I.. / 9-12 / 3 / a | | SS / III.C / 9-12 / 3 / ' | | |
| | CA.7 | 1.10 | | CA / III.. / 9-12 / 4 / b | | SS / III.C / 9-12 / 4 / ' | | |
| | SC.8 | 2.1 | | CA / IV.. / 9-12 / 1 / a | | SS / III.C / 9-12 / 5 / ' | | |
| | SS.3 | 2.2 | | | | SS / III.C / 9-12 / 6 / ' | | |
| | SS.6 | 2.3 | | | | SS / III.C / 9-12 / 7 / ' | | |
| | | 2.4 | | | | SS / III.C / 9-12 / 8 / ' | | |
| | | 2.6 | | | | SS / III.C / 9-12 / 9 / ' | | |
| | | 3.1 | | | | SS / III.C / 9-12 / 10 / ' | | |
| | | 3.2 | | | | SS / III.E / 9-12 / 1 / ' | | |
| | | 3.3 | | | | SS / III.E / 9-12 / 2 / ' | | |
| | | 3.4 | | | | SS / III.E / 9-12 / 3 / ' | | |
| | | 3.5 | | | | SS / III.E / 9-12 / 4 / ' | | |
| | | 3.6 | | | | SS / III.E / 9-12 / 5 / ' | | |
| | | 3.7 | | | | SS / III.E / 9-12 / 6 / ' | | |
| | | 4.3 | | | | | | |
| A.3 | CA.1 | 1.1 | MA / I.. / 9-12 / 3 / c | CA / I.. / 9-12 / 2 / c | | | HP / II.D / 9-12 / 1 / a | FA / IV.A / 9-12 / 2 / a |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 3 / d | CA / I.. / 9-12 / 3 / b | | | | FA / IV.A / 9-12 / 3 / b |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / g | | | | FA / IV.A / 9-12 / 4 / a |
| | CA.5 | 1.4 | MA / I.. / 9-12 / 4 / d | | | | | FA / IV.D / 9-12 / 3 / a |
| | CA.6 | 1.5 | MA / III.. / 9-12 / 1 / d | | | | | |
| | FA.1 | 1.6 | MA / III.. / 9-12 / 4 / d | | | | | |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Culinary Arts*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.2 | 1.7 | MA / III.. / 9-12 / 5 / d | | | | | |
| | HP.1 | 1.8 | MA / IV.. / 9-12 / 1 / d | | | | | |
| | HP.2 | 1.9 | MA / IV.. / 9-12 / 2 / d | | | | | |
| | HP.3 | 1.10 | MA / IV.. / 9-12 / 3 / d | | | | | |
| | HP.4 | 2.1 | MA / V.. / 9-12 / 3 / * | | | | | |
| | HP.5 | 2.2 | MA / V.. / 9-12 / 4 / * | | | | | |
| | HP.6 | 2.3 | MA / VII.. / 9-12 / 5 / * | | | | | |
| | HP.7 | 2.4 | MA / IX.. / 9-12 / 2 / b | | | | | |
| | MA.1 | 2.5 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |
| | MA.6 | 3.1 | | | | | | |
| | SC.8 | 3.2 | | | | | | |
| | SS.3 | 3.3 | | | | | | |
| | SS.4 | 3.4 | | | | | | |
| | SS.5 | 3.5 | | | | | | |
| | SS.6 | 3.6 | | | | | | |
| | SS.7 | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.2 | | | | | | |
| | | 4.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| A.4 | CA.1 | 1.4 | MA / II.. / 9-12 / 1 / h | CA / I.. / 9-12 / 1 / * | | | HP / II.A / 9-12 / 1 / a | |
| | CA.2 | 1.10 | MA / II.. / 9-12 / 4 / h | | | | | |
| | CA.3 | 2.5 | MA / IV.. / 9-12 / 2 / b | | | | | |
| | CA.4 | 2.7 | MA / IV.. / 9-12 / 2 / c | | | | | |
| | CA.5 | 4.6 | MA / IV.. / 9-12 / 3 / b | | | | | |
| | CA.6 | 4.7 | MA / IV.. / 9-12 / 3 / c | | | | | |
| | CA.7 | 4.8 | MA / V.. / 9-12 / 3 / * | | | | | |
| | FA.1 | | | | | | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.2 | | | | | | | |
| | FA.3 | | | | | | | |
| | HP.2 | | | | | | | |
| | HP.3 | | | | | | | |
| | HP.4 | | | | | | | |
| | HP.5 | | | | | | | |
| | HP.6 | | | | | | | |
| | HP.7 | | | | | | | |
| | MA.1 | | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| | SC.3 | | | | | | | |
| | SC.4 | | | | | | | |
| | SC.7 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.6 | | | | | | | |
| | SS.7 | | | | | | | |
| A.5 | CA.2 | 1.1 | | CA / I.. / 9-12 / 1 / * | | SS / I.A / 9-12 / 1 / * | | |
| | CA.3 | 1.2 | | CA / II.. / 9-12 / 6 / a | | SS / I.A / 9-12 / 2 / * | | |
| | CA.4 | 1.3 | | | | SS / I.A / 9-12 / 3 / * | | |
| | CA.6 | 1.4 | | | | SS / I.A / 9-12 / 4 / * | | |
| | CA.7 | 1.5 | | | | SS / I.D / 9-12 / 3 / * | | |
| | HP.1 | 1.6 | | | | SS / I.D / 9-12 / 4 / * | | |
| | HP.2 | 1.7 | | | | SS / I.D / 9-12 / 5 / * | | |
| | HP.3 | 1.8 | | | | SS / II.A / 9-12 / 3 / * | | |
| | HP.4 | 1.9 | | | | SS / II.A / 9-12 / 4 / * | | |
| | HP.5 | 1.10 | | | | SS / II.A / 9-12 / 5 / * | | |
| | HP.6 | 2.1 | | | | SS / II.A / 9-12 / 6 / * | | |
| | HP.7 | 2.2 | | | | SS / II.A / 9-12 / 7 / * | | |
| | MA.3 | 2.3 | | | | SS / II.B / 9-12 / 1 / * | | |
| | SC.8 | 2.6 | | | | SS / II.B / 9-12 / 2 / * | | |
| | SS.1 | 2.7 | | | | SS / II.B / 9-12 / 3 / * | | |
| | SS.2 | 3.1 | | | | SS / II.B / 9-12 / 4 / * | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

## *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.3 | 3.2 | | | | SS / II.B / 9-12 / 5 / ' | | |
| | SS.6 | 3.3 | | | | SS / II.B / 9-12 / 6 / ' | | |
| | SS.7 | 3.4 | | | | SS / II.B / 9-12 / 7 / ' | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.2 | | | | | | |
| | | 4.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| B.1 | CA.1 | 1.1 | | CA / I.. / 9-12 / 1 / ' | SC / I.A / 9-12 / 2 / a | | | FA / IV.A / 9-12 / 2 / a |
| | CA.2 | 1.2 | | CA / I.. / 9-12 / 2 / e | SC / I.A / 9-12 / 3 / a | | | FA / IV.A / 9-12 / 3 / a |
| | CA.3 | 1.3 | | CA / I.. / 9-12 / 5 / ' | SC / I.B / 9-12 / 1 / a | | | FA / IV.A / 9-12 / 3 / b |
| | CA.4 | 1.4 | | CA / II.. / 9-12 / 6 / a | SC / I.B / 9-12 / 2 / a | | | |
| | CA.5 | 1.5 | | | SC / II.A / 9-12 / 1 / a | | | |
| | CA.6 | 1.6 | | | SC / II.A / 9-12 / 2 / a | | | |
| | CA.7 | 1.7 | | | SC / II.B / 9-12 / 1 / a | | | |
| | FA.1 | 1.8 | | | SC / II.B / 9-12 / 2 / a | | | |
| | FA.2 | 1.9 | | | SC / II.C / 9-12 / 1 / a | | | |
| | FA.5 | 1.10 | | | SC / III.C / 9-12 / 1 / a | | | |
| | HP.1 | 2.1 | | | SC / III.C / 9-12 / 2 / a | | | |
| | HP.2 | 2.2 | | | SC / III.C / 9-12 / 2 / b | | | |
| | HP.3 | 2.3 | | | SC / III.C / 9-12 / 3 / a | | | |
| | HP.5 | 2.4 | | | SC / III.C / 9-12 / 4 / a | | | |
| | HP.6 | 2.5 | | | SC / III.C / 9-12 / 5 / a | | | |
| | HP.7 | 2.6 | | | SC / III.C / 9-12 / 6 / a | | | |
| | SC.8 | 2.7 | | | | | | |
| | SS.2 | 4.1 | | | | | | |
| | SS.3 | 4.3 | | | | | | |
| | SS.4 | 4.4 | | | | | | |

| KEY: | ' = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

# Culinary Arts

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.5 | 4.8 | | | | | | |
| | SS.6 | 4.8 | | | | | | |
| | SS.7 | | | | | | | |
| B.2 | CA.7 | 1.3 | | | | SS / II.B / 9-12 / 2 / e | | |
| | HP.7 | 1.5 | | | | | | |
| | SS.6 | 1.10 | | | | | | |
| | | 2.1 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| B.3 | CA.7 | 1.3 | | | | SS / II.B / 9-12 / 2 / e | | |
| | HP.7 | 1.5 | | | | | | |
| | SS.6 | 1.10 | | | | | | |
| | | 2.1 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| B.4 | CA.1 | 1.5 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 2 / a | SS / II.A / 9-12 / 1 / * | | |
| | CA.2 | 1.6 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 3 / * | SC / I.B / 9-12 / 1 / a | SS / II.A / 9-12 / 2 / * | | |
| | CA.3 | 1.7 | MA / I.. / 9-12 / 4 / d | | SC / I.B / 9-12 / 2 / a | SS / II.A / 9-12 / 3 / * | | |
| | CA.4 | 1.10 | MA / II.. / 9-12 / 1 / b | | SC / II.B / 9-12 / 1 / a | SS / II.A / 9-12 / 4 / * | | |
| | CA.5 | 2.1 | MA / II.. / 9-12 / 1 / d | | | SS / II.A / 9-12 / 5 / * | | |
| | CA.6 | 2.2 | MA / II.. / 9-12 / 1 / h | | | SS / II.A / 9-12 / 6 / * | | |
| | CA.7 | 2.3 | MA / III.. / 9-12 / 1 / b | | | SS / II.A / 9-12 / 7 / * | | |
| | HP.1 | 2.4 | MA / III.. / 9-12 / 1 / c | | | SS / II.B / 9-12 / 1 / * | | |
| | HP.2 | 2.5 | MA / III.. / 9-12 / 1 / d | | | SS / II.B / 9-12 / 2 / * | | |
| | HP.3 | 2.6 | MA / IV.. / 9-12 / 1 / c | | | SS / II.B / 9-12 / 3 / * | | |
| | HP.4 | 2.7 | MA / IV.. / 9-12 / 1 / d | | | SS / II.B / 9-12 / 4 / * | | |
| | HP.5 | 3.1 | MA / IV.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 5 / * | | |
| | HP.6 | 3.2 | MA / IV.. / 9-12 / 2 / d | | | SS / II.B / 9-12 / 6 / * | | |
| | HP.7 | 3.3 | MA / IV.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 7 / * | | |
| | MA.1 | 3.4 | MA / IV.. / 9-12 / 3 / d | | | SS / II.C / 9-12 / 1 / * | | |
| | MA.2 | 3.5 | MA / V.. / 9-12 / 3 / * | | | SS / II.C / 9-12 / 2 / * | | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

## Culinary Arts

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.3 | 3.6 | MA / VII.. / 9-12 / 2 / g | | | SS / II.C / 9-12 / 3 / * | | |
| | MA.4 | 3.7 | MA / VII.. / 9-12 / 2 / h | | | SS / II.C / 9-12 / 4 / * | | |
| | MA.5 | 4.1 | MA / VII.. / 9-12 / 3 / g | | | SS / II.C / 9-12 / 5 / * | | |
| | SC.7 | 4.2 | MA / VII.. / 9-12 / 3 / h | | | SS / II.C / 9-12 / 6 / * | | |
| | SC.8 | 4.3 | MA / VII.. / 9-12 / 4 / g | | | SS / II.C / 9-12 / 7 / * | | |
| | SS.1 | 4.4 | MA / VII.. / 9-12 / 4 / h | | | SS / II.D / 9-12 / 1 / * | | |
| | SS.2 | 4.5 | MA / VII.. / 9-12 / 5 / g | | | SS / II.D / 9-12 / 2 / * | | |
| | SS.3 | 4.6 | MA / VII.. / 9-12 / 5 / h | | | SS / II.D / 9-12 / 3 / * | | |
| | SS.4 | 4.7 | MA / IX.. / 9-12 / 4 / c | | | SS / II.D / 9-12 / 4 / * | | |
| | SS.6 | 4.8 | | | | SS / II.D / 9-12 / 5 / * | | |
| | | | | | | SS / II.D / 9-12 / 6 / * | | |
| | | | | | | SS / II.D / 9-12 / 7 / * | | |
| | | | | | | SS / II.D / 9-12 / 8 / * | | |
| | | | | | | SS / II.D / 9-12 / 9 / * | | |
| | | | | | | SS / II.E / 9-12 / 1 / * | | |
| | | | | | | SS / II.E / 9-12 / 2 / * | | |
| | | | | | | SS / II.E / 9-12 / 3 / * | | |
| | | | | | | SS / II.E / 9-12 / 4 / * | | |
| | | | | | | SS / II.E / 9-12 / 5 / * | | |
| | | | | | | SS / II.E / 9-12 / 6 / * | | |
| B.5 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | SS / II.B / 9-12 / 5 / * | | FA / IV.A / 9-12 / 4 / a |
| | CA.2 | 1.2 | | CA / II.. / 9-12 / 3 / a | SC / I.A / 9-12 / 2 / a | SS / II.C / 9-12 / 3 / * | | |
| | CA.3 | 1.3 | | CA / II.. / 9-12 / 6 / a | SC / I.A / 9-12 / 3 / a | SS / II.C / 9-12 / 4 / * | | |
| | CA.4 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.5 | 1.5 | | | SC / II.A / 9-12 / 1 / a | | | |
| | CA.6 | 1.6 | | | SC / II.A / 9-12 / 2 / a | | | |
| | CA.7 | 1.7 | | | SC / II.B / 9-12 / 1 / a | | | |
| | FA.1 | 1.8 | | | SC / II.B / 9-12 / 2 / a | | | |
| | FA.2 | 1.9 | | | | | | |
| | FA.3 | 1.10 | | | | | | |
| | FA.4 | 2.1 | | | | | | |
| | FA.5 | 2.2 | | | | | | |
| | HP.1 | 2.3 | | | | | | |
| | HP.2 | 2.4 | | | | | | |
| | HP.3 | 2.5 | | | | | | |

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# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.4 | 2.6 | | | | | | |
| | HP.5 | 2.7 | | | | | | |
| | HP.6 | 3.1 | | | | | | |
| | HP.7 | 3.2 | | | | | | |
| | MA.1 | 3.3 | | | | | | |
| | MA.2 | 3.4 | | | | | | |
| | MA.3 | 3.5 | | | | | | |
| | MA.4 | 3.6 | | | | | | |
| | MA.5 | 3.7 | | | | | | |
| | MA.6 | 4.1 | | | | | | |
| | SC.1 | 4.2 | | | | | | |
| | SC.2 | 4.3 | | | | | | |
| | SC.3 | 4.4 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.6 | | | | | | |
| | SC.8 | 4.7 | | | | | | |
| | SS.1 | 4.8 | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.6 | | | | | | | |
| | SS.7 | | | | | | | |
| B.6 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | SS / I.D / 9-12 / 1 / * | HP / II.A / 9-12 / 2 / a | FA / IV.A / 9-12 / 3 / a |
| | CA.2 | 1.2 | | CA / II.. / 9-12 / 3 / a | SC / I.A / 9-12 / 2 / a | SS / I.D / 9-12 / 4 / * | HP / II.A / 9-12 / 3 / a | FA / IV.A / 9-12 / 4 / a |
| | CA.3 | 1.3 | | CA / II.. / 9-12 / 6 / a | SC / I.A / 9-12 / 3 / a | SS / I.D / 9-12 / 8 / * | | |
| | CA.4 | 1.4 | | | SC / I.A / 9-12 / 4 / a | SS / I.E / 9-12 / 2 / * | | |
| | CA.5 | 1.5 | | | SC / II.A / 9-12 / 1 / a | SS / I.E / 9-12 / 3 / * | | |
| | CA.6 | 1.6 | | | | SS / I.E / 9-12 / 4 / * | | |
| | CA.7 | 1.7 | | | | SS / I.E / 9-12 / 5 / * | | |
| | FA.1 | 1.8 | | | | SS / I.E / 9-12 / 7 / * | | |
| | FA.2 | 1.9 | | | | SS / II.D / 9-12 / 1 / * | | |
| | FA.3 | 1.10 | | | | SS / II.D / 9-12 / 2 / * | | |
| | FA.5 | 2.1 | | | | SS / II.D / 9-12 / 3 / * | | |
| | HP.1 | 2.2 | | | | SS / II.D / 9-12 / 4 / * | | |

| KEY: | | |
|---|---|---|
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# Culinary Arts

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.2 | 2.3 | | | | SS / II.D / 9-12 / 5 / * | | |
| | HP.3 | 2.4 | | | | SS / II.D / 9-12 / 6 / * | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.4 | 3.5 | | | | | | |
| | MA.5 | 3.6 | | | | | | |
| | MA.6 | 3.7 | | | | | | |
| | SC.1 | 3.8 | | | | | | |
| | SC.2 | 4.1 | | | | | | |
| | SC.3 | 4.2 | | | | | | |
| | SC.4 | 4.3 | | | | | | |
| | SC.7 | 4.4 | | | | | | |
| | SC.8 | 4.5 | | | | | | |
| | SS.1 | 4.6 | | | | | | |
| | SS.2 | 4.7 | | | | | | |
| | SS.3 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.6 | | | | | | | |
| | SS.7 | | | | | | | |
| C'.1 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 1 / c | HP / III.A / 9-12 / 12 / a | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a | SS / I.A / 9-12 / 1 / f | HP / III.D / 9-12 / 1 / a | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 6 / a | SC / I.A / 9-12 / 3 / a | SS / I.A / 9-12 / 1 / h | | |
| | CA.5 | 1.4 | | CA / II.. / 9-12 / 5 / e | SC / I.A / 9-12 / 4 / a | SS / I.A / 9-12 / 1 / i | | |
| | CA.6 | 1.5 | | | SC / I.B / 9-12 / 1 / a | SS / I.A / 9-12 / 2 / c | | |
| | HP.1 | 1.6 | | | SC / I.B / 9-12 / 2 / a | SS / I.A / 9-12 / 2 / f | | |
| | HP.2 | 1.7 | | | SC / I.B / 9-12 / 3 / a | SS / I.A / 9-12 / 2 / h | | |
| | HP.3 | 1.8 | | | SC / II.A / 9-12 / 1 / a | SS / I.A / 9-12 / 2 / i | | |
| | HP.4 | 1.9 | | | SC / II.A / 9-12 / 2 / a | SS / I.A / 9-12 / 3 / c | | |
| | HP.5 | 1.10 | | | SC / II.B / 9-12 / 2 / a | SS / I.A / 9-12 / 3 / f | | |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.6 | 2.1 | | | SC / III.A / 9-12 / 3 / a | SS / I.A / 9-12 / 3 / h | | |
| | HP.7 | 2.2 | | | SC / III.B / 9-12 / 3 / a | SS / I.A / 9-12 / 3 / i | | |
| | MA.1 | 2.3 | | | | SS / I.A / 9-12 / 4 / c | | |
| | MA.2 | 2.4 | | | | SS / I.A / 9-12 / 4 / f | | |
| | MA.3 | 2.6 | | | | SS / I.A / 9-12 / 4 / h | | |
| | MA.5 | 2.7 | | | | SS / I.A / 9-12 / 4 / i | | |
| | MA.6 | 3.1 | | | | SS / I.B / 9-12 / 3 / * | | |
| | SC.1 | 3.2 | | | | SS / I.C / 9-12 / 1 / c | | |
| | SC.2 | 3.3 | | | | SS / I.C / 9-12 / 1 / d | | |
| | SC.3 | 3.4 | | | | SS / I.C / 9-12 / 5 / c | | |
| | SC.4 | 3.5 | | | | SS / I.D / 9-12 / 1 / * | | |
| | SC.5 | 3.6 | | | | SS / I.D / 9-12 / 1 / h | | |
| | SC.6 | 3.7 | | | | SS / I.D / 9-12 / 4 / k | | |
| | SC.7 | 3.8 | | | | SS / I.D / 9-12 / 5 / d | | |
| | SC.8 | 4.1 | | | | SS / I.D / 9-12 / 5 / h | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| C*2 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | HP.1 | 1.6 | | | | | | |
| | HP.2 | 1.7 | | | | | | |
| | HP.3 | 1.8 | | | | | | |
| | HP.4 | 1.9 | | | | | | |
| | HP.5 | 1.10 | | | | | | |
| | HP.6 | 2.1 | | | | | | |
| | HP.7 | 2.2 | | | | | | |
| | MA.1 | 2.3 | | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 2.4 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |
| | MA.6 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.3 | 3.4 | | | | | | |
| | SC.4 | 3.5 | | | | | | |
| | SC.5 | 3.6 | | | | | | |
| | SC.6 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| C'.3 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | HP.1 | 1.6 | | | | | | |
| | HP.2 | 1.7 | | | | | | |
| | HP.3 | 1.8 | | | | | | |
| | HP.4 | 1.9 | | | | | | |
| | HP.5 | 1.10 | | | | | | |
| | HP.6 | 2.1 | | | | | | |
| | HP.7 | 2.2 | | | | | | |
| | MA.1 | 2.3 | | | | | | |
| | MA.2 | 2.4 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |

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Competency Profile Date: 1994

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.6 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.3 | 3.4 | | | | | | |
| | SC.4 | 3.5 | | | | | | |
| | SC.5 | 3.6 | | | | | | |
| | SC.6 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| C*.4 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.6 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | MA.6 | 3.3 | | | | | | |
| | SC.1 | 3.4 | | | | | | |

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# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | 3.5 | | | | | | |
| | SC.3 | 3.6 | | | | | | |
| | SC.4 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.1 | 4.2 | | | | | | |
| | SS.2 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| C*.5 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.6 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | MA.6 | 3.3 | | | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | 3.5 | | | | | | |
| | SC.3 | 3.6 | | | | | | |
| | SC.4 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |

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## *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | 4.1 | | | | | | |
| | SS.1 | 4.2 | | | | | | |
| | SS.2 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| C'6 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.6 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | MA.6 | 3.3 | | | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | 3.5 | | | | | | |
| | SC.3 | 3.6 | | | | | | |
| | SC.4 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.1 | 4.2 | | | | | | |
| | SS.2 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |

**KEY:**
' = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| C'.7 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.6 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | MA.6 | 3.3 | | | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | 3.5 | | | | | | |
| | SC.3 | 3.6 | | | | | | |
| | SC.4 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.1 | 4.2 | | | | | | |
| | SS.2 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |

KEY: ' = may use all 'to do' statements
98 = same Frameworks as previous competency
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Competency Profile Date: 1994

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| C*.8 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.6 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | MA.6 | 3.3 | | | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | 3.5 | | | | | | |
| | SC.3 | 3.6 | | | | | | |
| | SC.4 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.1 | 4.2 | | | | | | |
| | SS.2 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| C*.9 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

## Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.6 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | MA.6 | 3.3 | | | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | 3.5 | | | | | | |
| | SC.3 | 3.6 | | | | | | |
| | SC.4 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.1 | 4.2 | | | | | | |
| | SS.2 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| C*.10 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | HP.1 | 1.6 | | | | | | |
| | HP.2 | 1.7 | | | | | | |
| | HP.3 | 1.8 | | | | | | |

| KEY: | |
|---|---|
| * = may use all "to do" statements | # = same Frameworks as previous competency |
| 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.4 | 1.9 | | | | | | |
| | HP.5 | 1.10 | | | | | | |
| | HP.6 | 2.1 | | | | | | |
| | HP.7 | 2.2 | | | | | | |
| | MA.1 | 2.3 | | | | | | |
| | MA.2 | 2.4 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |
| | MA.6 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.3 | 3.4 | | | | | | |
| | SC.4 | 3.5 | | | | | | |
| | SC.5 | 3.6 | | | | | | |
| | SC.6 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| C*.11 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | HP.1 | 1.6 | | | | | | |
| | HP.2 | 1.7 | | | | | | |
| | HP.3 | 1.8 | | | | | | |
| | HP.4 | 1.9 | | | | | | |
| | HP.5 | 1.10 | | | | | | |
| | HP.6 | 2.1 | | | | | | |

**KEY:** * = may use all "to do" statements  # = same Frameworks as previous competency
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Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | HP.7 | 2.2 |  |  |  |  |  |  |
|  | MA.1 | 2.3 |  |  |  |  |  |  |
|  | MA.2 | 2.4 |  |  |  |  |  |  |
|  | MA.3 | 2.6 |  |  |  |  |  |  |
|  | MA.5 | 2.7 |  |  |  |  |  |  |
|  | MA.6 | 3.1 |  |  |  |  |  |  |
|  | SC.1 | 3.2 |  |  |  |  |  |  |
|  | SC.2 | 3.3 |  |  |  |  |  |  |
|  | SC.3 | 3.4 |  |  |  |  |  |  |
|  | SC.4 | 3.5 |  |  |  |  |  |  |
|  | SC.5 | 3.6 |  |  |  |  |  |  |
|  | SC.6 | 3.7 |  |  |  |  |  |  |
|  | SC.7 | 3.8 |  |  |  |  |  |  |
|  | SC.8 | 4.1 |  |  |  |  |  |  |
|  | SS.3 | 4.2 |  |  |  |  |  |  |
|  | SS.4 | 4.3 |  |  |  |  |  |  |
|  | SS.5 | 4.4 |  |  |  |  |  |  |
|  | SS.6 | 4.5 |  |  |  |  |  |  |
|  | SS.7 | 4.6 |  |  |  |  |  |  |
|  |  | 4.7 |  |  |  |  |  |  |
|  |  | 4.8 |  |  |  |  |  |  |
| C*.12 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # |  |
|  | CA.3 | 1.2 |  |  |  |  |  |  |
|  | CA.4 | 1.3 |  |  |  |  |  |  |
|  | CA.5 | 1.4 |  |  |  |  |  |  |
|  | CA.6 | 1.5 |  |  |  |  |  |  |
|  | HP.1 | 1.6 |  |  |  |  |  |  |
|  | HP.2 | 1.7 |  |  |  |  |  |  |
|  | HP.3 | 1.8 |  |  |  |  |  |  |
|  | HP.4 | 1.9 |  |  |  |  |  |  |
|  | HP.5 | 1.10 |  |  |  |  |  |  |
|  | HP.6 | 2.1 |  |  |  |  |  |  |
|  | HP.7 | 2.2 |  |  |  |  |  |  |
|  | MA.1 | 2.3 |  |  |  |  |  |  |
|  | MA.2 | 2.4 |  |  |  |  |  |  |

KEY: * = may use all "to do" statements  # = same Frameworks as previous competency
98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |
| | MA.6 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.3 | 3.4 | | | | | | |
| | SC.4 | 3.5 | | | | | | |
| | SC.5 | 3.6 | | | | | | |
| | SC.6 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| C'.13 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | HP.1 | 1.6 | | | | | | |
| | HP.2 | 1.7 | | | | | | |
| | HP.3 | 1.8 | | | | | | |
| | HP.4 | 1.9 | | | | | | |
| | HP.5 | 1.10 | | | | | | |
| | HP.6 | 2.1 | | | | | | |
| | HP.7 | 2.2 | | | | | | |
| | MA.1 | 2.3 | | | | | | |
| | MA.2 | 2.4 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |
| | MA.6 | 3.1 | | | | | | |

**KEY:**
' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.3 | 3.4 | | | | | | |
| | SC.4 | 3.5 | | | | | | |
| | SC.5 | 3.6 | | | | | | |
| | SC.6 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| C*.14 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | HP.1 | 1.6 | | | | | | |
| | HP.2 | 1.7 | | | | | | |
| | HP.3 | 1.8 | | | | | | |
| | HP.4 | 1.9 | | | | | | |
| | HP.5 | 1.10 | | | | | | |
| | HP.6 | 2.1 | | | | | | |
| | HP.7 | 2.2 | | | | | | |
| | MA.1 | 2.3 | | | | | | |
| | MA.2 | 2.4 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |
| | MA.6 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.3 | 3.4 | | | | | | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.4 | 3.5 | | | | | | |
| | SC.5 | 3.6 | | | | | | |
| | SC.6 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| C*.15 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | HP.1 | 1.6 | | | | | | |
| | HP.2 | 1.7 | | | | | | |
| | HP.3 | 1.8 | | | | | | |
| | HP.4 | 1.9 | | | | | | |
| | HP.5 | 1.10 | | | | | | |
| | HP.6 | 2.1 | | | | | | |
| | HP.7 | 2.2 | | | | | | |
| | MA.1 | 2.3 | | | | | | |
| | MA.2 | 2.4 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |
| | MA.6 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.3 | 3.4 | | | | | | |
| | SC.4 | 3.5 | | | | | | |
| | SC.5 | 3.6 | | | | | | |
| | SC.6 | 3.7 | | | | | | |

**KEY:** * = may use all "to do" statements　　# = same Frameworks as previous competency
98 = same Frameworks as previous competency　　99 = "to know" statements may not be applicable

Competency Profile Date: 1994

## Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| D*.1 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | CA.2 | 1.5 | | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a | | | |
| | CA.3 | 1.6 | | CA / III.. / 9-12 / 1 / a | SC / I.A / 9-12 / 3 / a | | | |
| | CA.4 | 1.7 | | CA / IV.. / 9-12 / 3 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.5 | 1.8 | | | SC / I.B / 9-12 / 1 / a | | | |
| | CA.6 | 1.10 | | | SC / I.B / 9-12 / 2 / a | | | |
| | CA.7 | 2.1 | | | SC / I.B / 9-12 / 3 / a | | | |
| | HP.1 | 2.2 | | | SC / II.A / 9-12 / 1 / a | | | |
| | HP.2 | 2.3 | | | SC / II.A / 9-12 / 2 / a | | | |
| | HP.3 | 2.6 | | | SC / II.B / 9-12 / 1 / a | | | |
| | HP.4 | 2.7 | | | SC / II.B / 9-12 / 2 / a | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.2 | | | | | | |
| | HP.7 | 3.3 | | | | | | |
| | MA.1 | 3.4 | | | | | | |
| | MA.3 | 3.5 | | | | | | |
| | MA.4 | 3.6 | | | | | | |
| | MA.5 | 3.7 | | | | | | |
| | MA.6 | 3.8 | | | | | | |
| | SC.1 | 4.1 | | | | | | |
| | SC.2 | 4.2 | | | | | | |
| | SC.3 | 4.3 | | | | | | |
| | SC.4 | 4.4 | | | | | | |
| | SC.7 | 4.5 | | | | | | |
| | SC.8 | 4.6 | | | | | | |
| | SS.1 | 4.7 | | | | | | |

**KEY:**
* = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.2 | 4.8 | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.6 | | | | | | | |
| | SS.7 | | | | | | | |
| D'.2 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | |
| | CA.2 | 1.5 | | | | | | |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.1 | | | | | | |
| | HP.1 | 2.2 | | | | | | |
| | HP.2 | 2.3 | | | | | | |
| | HP.3 | 2.6 | | | | | | |
| | HP.4 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.2 | | | | | | |
| | HP.7 | 3.3 | | | | | | |
| | MA.1 | 3.4 | | | | | | |
| | MA.3 | 3.5 | | | | | | |
| | MA.4 | 3.6 | | | | | | |
| | MA.5 | 3.7 | | | | | | |
| | MA.6 | 3.8 | | | | | | |
| | SC.1 | 4.1 | | | | | | |
| | SC.2 | 4.2 | | | | | | |
| | SC.3 | 4.3 | | | | | | |
| | SC.4 | 4.4 | | | | | | |
| | SC.7 | 4.5 | | | | | | |
| | SC.8 | 4.6 | | | | | | |
| | SS.1 | 4.7 | | | | | | |
| | SS.2 | 4.8 | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.5 | | | | | | | |
| | SS.6 | | | | | | | |
| | SS.7 | | | | | | | |
| D*.3 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | |
| | CA.2 | 1.5 | | | | | | |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.1 | | | | | | |
| | HP.1 | 2.2 | | | | | | |
| | HP.2 | 2.3 | | | | | | |
| | HP.3 | 2.6 | | | | | | |
| | HP.4 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.2 | | | | | | |
| | HP.7 | 3.3 | | | | | | |
| | MA.1 | 3.4 | | | | | | |
| | MA.3 | 3.5 | | | | | | |
| | MA.4 | 3.6 | | | | | | |
| | MA.5 | 3.7 | | | | | | |
| | MA.6 | 3.8 | | | | | | |
| | SC.1 | 4.1 | | | | | | |
| | SC.2 | 4.2 | | | | | | |
| | SC.3 | 4.3 | | | | | | |
| | SC.4 | 4.4 | | | | | | |
| | SC.7 | 4.5 | | | | | | |
| | SC.8 | 4.6 | | | | | | |
| | SS.1 | 4.7 | | | | | | |
| | SS.2 | 4.8 | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.6 | | | | | | | |
| | SS.7 | | | | | | | |

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# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| D*.4 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.6 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | MA.6 | 3.3 | | | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | 3.5 | | | | | | |
| | SC.3 | 3.6 | | | | | | |
| | SC.4 | 3.7 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | SC.8 | 4.1 | | | | | | |
| | SS.1 | 4.2 | | | | | | |
| | SS.2 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| D*.5 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 1 / c | | FA / IV.A / 9-12 / 3 / a |
| | CA.2 | 1.2 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 2 / * | SC / I.A / 9-12 / 2 / a | SS / I.A / 9-12 / 1 / i | | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.3 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 3 / a | SC / I.A / 9-12 / 3 / a | SS / I.A / 9-12 / 1 / i | | FA / IV.D / 9-12 / 5 / a |
| | CA.4 | 1.4 | MA / II.. / 9-12 / 1 / a | CA / II.. / 9-12 / 6 / a | SC / I.A / 9-12 / 4 / a | SS / I.A / 9-12 / 2 / c | | FA / IV.D / 9-12 / 5 / b |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.5 | 1.5 | MA / II.. / 9-12 / 1 / b | | SC / I.B / 9-12 / 1 / a | SS / I.A / 9-12 / 2 / f | | |
| | CA.6 | 1.6 | MA / II.. / 9-12 / 1 / c | | SC / I.B / 9-12 / 2 / a | SS / I.A / 9-12 / 2 / h | | |
| | CA.7 | 1.7 | MA / II.. / 9-12 / 1 / d | | SC / I.B / 9-12 / 3 / a | SS / I.A / 9-12 / 2 / i | | |
| | FA.1 | 1.8 | MA / II.. / 9-12 / 1 / g | | SC / II.A / 9-12 / 1 / a | SS / I.A / 9-12 / 3 / c | | |
| | FA.2 | 1.9 | MA / II.. / 9-12 / 1 / h | | SC / II.A / 9-12 / 2 / a | SS / I.A / 9-12 / 3 / f | | |
| | FA.3 | 1.10 | MA / II.. / 9-12 / 2 / a | | SC / II.B / 9-12 / 1 / a | SS / I.A / 9-12 / 3 / h | | |
| | FA.4 | 2.1 | MA / II.. / 9-12 / 2 / b | | SC / II.B / 9-12 / 2 / a | SS / I.A / 9-12 / 3 / i | | |
| | FA.5 | 2.2 | MA / II.. / 9-12 / 2 / c | | SC / II.C / 9-12 / 1 / a | SS / I.A / 9-12 / 4 / c | | |
| | HP.1 | 2.3 | MA / II.. / 9-12 / 2 / d | | SC / VIII.A / 9-12 / 2 / a | SS / I.A / 9-12 / 4 / f | | |
| | HP.2 | 2.4 | MA / II.. / 9-12 / 2 / g | | | SS / I.A / 9-12 / 4 / h | | |
| | HP.3 | 2.5 | MA / II.. / 9-12 / 2 / h | | | SS / I.A / 9-12 / 4 / i | | |
| | HP.5 | 2.6 | MA / II.. / 9-12 / 4 / a | | | SS / I.B / 9-12 / 1 / * | | |
| | HP.6 | 2.7 | MA / II.. / 9-12 / 4 / b | | | SS / I.B / 9-12 / 3 / * | | |
| | HP.7 | 3.1 | MA / II.. / 9-12 / 4 / c | | | SS / I.C / 9-12 / 1 / c | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 4 / d | | | SS / I.C / 9-12 / 1 / d | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 4 / g | | | SS / I.C / 9-12 / 1 / h | | |
| | MA.3 | 3.4 | MA / II.. / 9-12 / 4 / h | | | SS / I.C / 9-12 / 1 / h | | |
| | MA.5 | 3.5 | MA / III.. / 9-12 / 1 / b | | | SS / I.C / 9-12 / 5 / c | | |
| | MA.6 | 3.6 | MA / III.. / 9-12 / 1 / c | | | SS / I.C / 9-12 / 5 / d | | |
| | SC.1 | 3.7 | MA / III.. / 9-12 / 1 / d | | | SS / I.D / 9-12 / 4 / k | | |
| | SC.2 | 3.8 | MA / III.. / 9-12 / 2 / b | | | | | |
| | SC.7 | 4.1 | MA / III.. / 9-12 / 2 / c | | | | | |
| | SC.8 | 4.3 | MA / III.. / 9-12 / 2 / d | | | | | |
| | SS.2 | 4.4 | MA / III.. / 9-12 / 4 / b | | | | | |
| | SS.3 | 4.5 | MA / III.. / 9-12 / 4 / c | | | | | |
| | SS.4 | 4.6 | MA / III.. / 9-12 / 4 / d | | | | | |
| | SS.5 | 4.7 | MA / III.. / 9-12 / 5 / b | | | | | |
| | SS.6 | 4.8 | MA / III.. / 9-12 / 5 / c | | | | | |
| | SS.7 | | MA / III.. / 9-12 / 5 / d | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |

**KEY:** * = may use all 'to do' statements
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# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VII.. / 9-12 / 1 / ' | | | | | |
| | | | MA / VII.. / 9-12 / 2 / ' | | | | | |
| | | | MA / VII.. / 9-12 / 3 / ' | | | | | |
| | | | MA / VII.. / 9-12 / 4 / ' | | | | | |
| | | | MA / VII.. / 9-12 / 5 / ' | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / ' | | | | | |
| D'.6 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 1 / a | SS / I.C / 9-12 / 5 / i | HP / II.B / 9-12 / 4 / a | FA / IV.A / 9-12 / 2 / a |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 1 / b | CA / I.. / 9-12 / 2 / a | SC / I.A / 9-12 / 2 / a | SS / I.C / 9-12 / 5 / l | HP / III.D / 9-12 / 1 / a | FA / IV.D / 9-12 / 1 / e |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 1 / c | CA / I.. / 9-12 / 2 / d | SC / I.A / 9-12 / 3 / a | SS / I.C / 9-12 / 5 / m | | FA / IV.D / 9-12 / 1 / f |
| | CA.5 | 1.4 | MA / I.. / 9-12 / 1 / d | CA / I.. / 9-12 / 2 / e | SC / I.A / 9-12 / 4 / a | SS / I.C / 9-12 / 8 / l | | FA / IV.D / 9-12 / 1 / g |
| | CA.6 | 1.6 | MA / I.. / 9-12 / 2 / a | CA / I.. / 9-12 / 3 / ' | SC / I.B / 9-12 / 1 / a | SS / I.C / 9-12 / 8 / l | | |
| | CA.7 | 1.7 | MA / I.. / 9-12 / 2 / b | CA / II.. / 9-12 / 4 / ' | SC / I.B / 9-12 / 2 / a | SS / I.C / 9-12 / 8 / m | | |
| | HP.1 | 1.8 | MA / I.. / 9-12 / 2 / c | CA / III.. / 9-12 / 1 / l | SC / I.B / 9-12 / 3 / a | SS / II.A / 9-12 / 4 / g | | |
| | HP.2 | 1.9 | MA / I.. / 9-12 / 2 / d | | SC / II.A / 9-12 / 1 / a | SS / II.A / 9-12 / 4 / l | | |
| | HP.3 | 1.10 | MA / I.. / 9-12 / 3 / a | | SC / II.A / 9-12 / 2 / a | SS / II.A / 9-12 / 4 / l | | |
| | HP.5 | 2.1 | MA / I.. / 9-12 / 3 / b | | SC / II.B / 9-12 / 1 / a | | | |
| | HP.6 | 2.2 | MA / I.. / 9-12 / 3 / c | | SC / II.C / 9-12 / 1 / a | | | |
| | HP.7 | 2.3 | MA / I.. / 9-12 / 3 / d | | | | | |
| | MA.1 | 2.6 | MA / I.. / 9-12 / 4 / a | | | | | |
| | MA.2 | 2.7 | MA / I.. / 9-12 / 4 / b | | | | | |
| | MA.3 | 3.1 | MA / I.. / 9-12 / 4 / c | | | | | |
| | MA.5 | 3.2 | MA / I.. / 9-12 / 4 / d | | | | | |
| | MA.6 | 3.3 | MA / II.. / 9-12 / 1 / c | | | | | |
| | SC.1 | 3.4 | MA / II.. / 9-12 / 1 / g | | | | | |
| | SC.2 | 3.5 | MA / II.. / 9-12 / 4 / c | | | | | |
| | SC.3 | 3.6 | MA / II.. / 9-12 / 4 / g | | | | | |
| | SC.4 | 3.7 | MA / III.. / 9-12 / 1 / d | | | | | |
| | SC.5 | 3.8 | MA / III.. / 9-12 / 2 / d | | | | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.6 | 4.1 | MA / III.. / 9-12 / 3 / d | | | | | |
| | SC.7 | 4.3 | MA / III.. / 9-12 / 4 / d | | | | | |
| | SC.8 | 4.4 | MA / III.. / 9-12 / 5 / d | | | | | |
| | SS.4 | 4.5 | MA / IV.. / 9-12 / 1 / c | | | | | |
| | SS.5 | 4.6 | MA / IV.. / 9-12 / 1 / d | | | | | |
| | SS.7 | 4.7 | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | 4.8 | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / b | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / b | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / b | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 3 / * | | | | | |
| | | | MA / VII.. / 9-12 / 4 / * | | | | | |
| | | | MA / VII.. / 9-12 / 5 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| D'.7 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 2 / a |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | CA.7 | 1.7 | | | | | | |
| | HP.1 | 1.8 | | | | | | |
| | HP.2 | 1.9 | | | | | | |
| | HP.3 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 2.6 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | MA.6 | 3.3 | | | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | 3.5 | | | | | | |
| | SC.3 | 3.6 | | | | | | |
| | SC.4 | 3.7 | | | | | | |
| | SC.5 | 3.8 | | | | | | |
| | SC.6 | 4.1 | | | | | | |
| | SC.7 | 4.3 | | | | | | |
| | SC.8 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.7 | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| D*8 | CA.5 | 1.1 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | | HP / II.B / 9-12 / 4 / a | |
| | CA.7 | 1.2 | MA / I.. / 9-12 / 3 / a | CA / I.. / 9-12 / 6 / c | SC / I.A / 9-12 / 3 / a | | | |
| | HP.4 | 1.3 | MA / I.. / 9-12 / 4 / a | | SC / I.A / 9-12 / 4 / a | | | |
| | MA.1 | 1.4 | MA / II.. / 9-12 / 3 / c | | SC / I.B / 9-12 / 1 / a | | | |
| | MA.2 | 1.5 | MA / II.. / 9-12 / 3 / h | | SC / I.B / 9-12 / 3 / a | | | |
| | MA.3 | 1.6 | MA / III.. / 9-12 / 1 / b | | SC / II.C / 9-12 / 1 / a | | | |
| | MA.5 | 1.7 | MA / III.. / 9-12 / 1 / c | | | | | |
| | MA.6 | 1.8 | MA / III.. / 9-12 / 1 / d | | | | | |
| | SC.1 | 1.9 | MA / III.. / 9-12 / 2 / b | | | | | |
| | SC.2 | 1.10 | MA / III.. / 9-12 / 2 / c | | | | | |
| | SC.3 | 2.2 | MA / III.. / 9-12 / 2 / d | | | | | |
| | SC.4 | 2.3 | MA / III.. / 9-12 / 5 / b | | | | | |
| | SC.7 | 2.7 | MA / III.. / 9-12 / 5 / c | | | | | |
| | SC.8 | 3.4 | MA / III.. / 9-12 / 5 / d | | | | | |
| | | 3.5 | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | 3.6 | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | 3.7 | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | 3.8 | MA / V.. / 9-12 / 1 / * | | | | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.1 | MA / V.. / 9-12 / 2 / * | | | | | |
| | | 4.4 | MA / V.. / 9-12 / 3 / * | | | | | |
| | | 4.5 | MA / V.. / 9-12 / 4 / * | | | | | |
| D*.9 | CA.5 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / II.B / 9-12 / 4 / a | |
| | CA.7 | 1.2 | | | | | | |
| | HP.4 | 1.3 | | | | | | |
| | MA.1 | 1.4 | | | | | | |
| | MA.2 | 1.5 | | | | | | |
| | MA.3 | 1.6 | | | | | | |
| | MA.5 | 1.7 | | | | | | |
| | MA.6 | 1.8 | | | | | | |
| | SC.1 | 1.9 | | | | | | |
| | SC.2 | 1.10 | | | | | | |
| | SC.3 | 2.2 | | | | | | |
| | SC.4 | 2.3 | | | | | | |
| | SC.7 | 2.7 | | | | | | |
| | SC.8 | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| D*.10 | CA.1 | 1.1 | MA / I.. / 9-12 / 3 / d | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | SS / II.A / 9-12 / 4 / c | HP / II.B / 9-12 / 4 / a | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a | SS / II.A / 9-12 / 4 / h | HP / II.B / 9-12 / 8 / a | |
| | CA.4 | 1.3 | MA / II.. / 9-12 / 1 / c | CA / I.. / 9-12 / 3 / * | SC / I.A / 9-12 / 3 / a | SS / II.B / 9-12 / 1 / c | HP / III.A / 9-12 / 9 / b | |
| | CA.5 | 1.4 | MA / II.. / 9-12 / 1 / d | CA / II.. / 9-12 / 5 / a | SC / I.A / 9-12 / 4 / a | SS / II.B / 9-12 / 1 / d | | |
| | CA.6 | 1.5 | MA / II.. / 9-12 / 1 / f | CA / II.. / 9-12 / 5 / b | SC / II.B / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / e | | |
| | CA.7 | 1.6 | MA / II.. / 9-12 / 1 / g | CA / II.. / 9-12 / 5 / c | SC / II.B / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / f | | |
| | HP.1 | 1.7 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 6 / a | SC / II.B / 9-12 / 2 / a | SS / II.B / 9-12 / 1 / g | | |
| | HP.2 | 1.8 | MA / II.. / 9-12 / 2 / c | CA / II.. / 9-12 / 6 / b | SC / II.B / 9-12 / 2 / a | SS / II.B / 9-12 / 1 / h | | |
| | HP.3 | 1.9 | MA / II.. / 9-12 / 2 / d | | | SS / II.B / 9-12 / 1 / i | | |
| | HP.4 | 1.10 | MA / II.. / 9-12 / 2 / f | | | SS / II.B / 9-12 / 1 / j | | |
| | HP.5 | 2.1 | MA / II.. / 9-12 / 2 / g | | | SS / II.B / 9-12 / 1 / k | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.6 | 2.2 | MA / II.. / 9-12 / 2 / h | | | SS / II.B / 9-12 / 1 / l | | |
| | HP.7 | 2.3 | MA / II.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 1 / m | | |
| | MA.1 | 2.7 | MA / II.. / 9-12 / 3 / d | | | SS / II.B / 9-12 / 1 / n | | |
| | MA.2 | 3.1 | MA / II.. / 9-12 / 3 / f | | | SS / II.B / 9-12 / 1 / o | | |
| | MA.3 | 3.2 | MA / II.. / 9-12 / 3 / g | | | SS / II.B / 9-12 / 3 / c | | |
| | MA.5 | 3.3 | MA / II.. / 9-12 / 3 / h | | | SS / II.B / 9-12 / 3 / d | | |
| | MA.6 | 3.4 | MA / II.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 3 / e | | |
| | SC.1 | 3.5 | MA / II.. / 9-12 / 4 / d | | | SS / II.B / 9-12 / 3 / f | | |
| | SC.2 | 3.6 | MA / II.. / 9-12 / 4 / f | | | SS / II.B / 9-12 / 3 / g | | |
| | SC.3 | 3.7 | MA / II.. / 9-12 / 4 / g | | | SS / II.B / 9-12 / 3 / h | | |
| | SC.4 | 3.8 | MA / II.. / 9-12 / 4 / h | | | SS / II.B / 9-12 / 3 / i | | |
| | SC.7 | 4.1 | MA / III.. / 9-12 / 1 / c | | | SS / II.B / 9-12 / 3 / j | | |
| | SC.8 | 4.3 | MA / III.. / 9-12 / 1 / d | | | SS / II.B / 9-12 / 3 / k | | |
| | SS.3 | 4.4 | MA / III.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 3 / l | | |
| | SS.4 | 4.5 | MA / III.. / 9-12 / 2 / d | | | SS / II.B / 9-12 / 3 / m | | |
| | SS.5 | 4.6 | MA / III.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 3 / n | | |
| | SS.6 | 4.7 | MA / III.. / 9-12 / 4 / d | | | SS / II.B / 9-12 / 3 / o | | |
| | SS.7 | 4.8 | MA / III.. / 9-12 / 5 / c | | | SS / II.B / 9-12 / 4 / c | | |
| | | | MA / III.. / 9-12 / 5 / d | | | SS / II.B / 9-12 / 4 / d | | |
| | | | MA / IV.. / 9-12 / 1 / * | | | SS / II.B / 9-12 / 4 / e | | |
| | | | MA / IV.. / 9-12 / 2 / * | | | SS / II.B / 9-12 / 4 / f | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | SS / II.B / 9-12 / 4 / g | | |
| | | | MA / V.. / 9-12 / 1 / a | | | SS / II.B / 9-12 / 4 / h | | |
| | | | MA / V.. / 9-12 / 1 / c | | | SS / II.B / 9-12 / 4 / i | | |
| | | | MA / V.. / 9-12 / 2 / a | | | SS / II.B / 9-12 / 4 / j | | |
| | | | MA / V.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 4 / k | | |
| | | | MA / V.. / 9-12 / 3 / a | | | SS / II.B / 9-12 / 4 / l | | |
| | | | MA / V.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 4 / m | | |
| | | | MA / V.. / 9-12 / 4 / a | | | SS / II.B / 9-12 / 4 / n | | |
| | | | MA / V.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 4 / o | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | SS / II.B / 9-12 / 5 / c | | |
| | | | MA / VI.. / 9-12 / 1 / l | | | SS / II.B / 9-12 / 5 / d | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | SS / II.B / 9-12 / 5 / e | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | SS / II.B / 9-12 / 5 / f | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | SS / II.B / 9-12 / 5 / g | | |

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# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 3 / a | | | SS / II.B / 9-12 / 5 / h | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | SS / II.B / 9-12 / 5 / i | | |
| | | | MA / VII.. / 9-12 / 3 / * | | | SS / II.B / 9-12 / 5 / j | | |
| | | | MA / VII.. / 9-12 / 4 / * | | | SS / II.B / 9-12 / 5 / k | | |
| | | | MA / VII.. / 9-12 / 5 / * | | | SS / II.B / 9-12 / 5 / l | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | SS / II.B / 9-12 / 5 / m | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | SS / II.B / 9-12 / 5 / n | | |
| | | | MA / X.. / 9-12 / 1 / * | | | SS / II.B / 9-12 / 5 / o | | |
| | | | MA / X.. / 9-12 / 2 / * | | | SS / II.B / 9-12 / 7 / c | | |
| | | | MA / X.. / 9-12 / 3 / * | | | SS / II.B / 9-12 / 7 / d | | |
| | | | MA / X.. / 9-12 / 4 / * | | | SS / II.B / 9-12 / 7 / e | | |
| | | | | | | SS / II.B / 9-12 / 7 / f | | |
| | | | | | | SS / II.B / 9-12 / 7 / g | | |
| | | | | | | SS / II.B / 9-12 / 7 / h | | |
| | | | | | | SS / II.B / 9-12 / 7 / i | | |
| | | | | | | SS / II.B / 9-12 / 7 / j | | |
| | | | | | | SS / II.B / 9-12 / 7 / k | | |
| | | | | | | SS / II.B / 9-12 / 7 / l | | |
| | | | | | | SS / II.B / 9-12 / 7 / m | | |
| | | | | | | SS / II.B / 9-12 / 7 / n | | |
| | | | | | | SS / II.B / 9-12 / 7 / o | | |
| | | | | | | SS / II.C / 9-12 / 1 / c | | |
| | | | | | | SS / II.C / 9-12 / 1 / d | | |
| | | | | | | SS / II.C / 9-12 / 1 / e | | |
| | | | | | | SS / II.C / 9-12 / 1 / g | | |
| | | | | | | SS / II.C / 9-12 / 1 / i | | |
| | | | | | | SS / II.C / 9-12 / 6 / c | | |
| | | | | | | SS / II.C / 9-12 / 6 / d | | |
| | | | | | | SS / II.C / 9-12 / 6 / e | | |
| | | | | | | SS / II.C / 9-12 / 6 / g | | |
| | | | | | | SS / II.C / 9-12 / 6 / i | | |
| | | | | | | SS / II.D / 9-12 / 2 / c | | |
| | | | | | | SS / II.D / 9-12 / 2 / d | | |
| | | | | | | SS / II.D / 9-12 / 2 / e | | |
| | | | | | | SS / II.D / 9-12 / 2 / k | | |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | SS / II.D / 9-12 / 2 / l | | |
| | | | | | | SS / II.D / 9-12 / 3 / c | | |
| | | | | | | SS / II.D / 9-12 / 3 / d | | |
| | | | | | | SS / II.D / 9-12 / 3 / e | | |
| | | | | | | SS / II.D / 9-12 / 3 / k | | |
| | | | | | | SS / II.D / 9-12 / 3 / l | | |
| | | | | | | SS / II.D / 9-12 / 4 / c | | |
| | | | | | | SS / II.D / 9-12 / 4 / d | | |
| | | | | | | SS / II.D / 9-12 / 4 / e | | |
| | | | | | | SS / II.D / 9-12 / 4 / k | | |
| | | | | | | SS / II.D / 9-12 / 4 / k | | |
| | | | | | | SS / II.D / 9-12 / 4 / l | | |
| | | | | | | SS / II.D / 9-12 / 5 / c | | |
| | | | | | | SS / II.D / 9-12 / 5 / d | | |
| | | | | | | SS / II.D / 9-12 / 5 / e | | |
| | | | | | | SS / II.D / 9-12 / 5 / k | | |
| | | | | | | SS / II.D / 9-12 / 5 / l | | |
| | | | | | | SS / III.A / 9-12 / 4 / c | | |
| | | | | | | SS / III.A / 9-12 / 4 / p | | |
| | | | | | | SS / III.A / 9-12 / 5 / c | | |
| | | | | | | SS / III.A / 9-12 / 5 / p | | |
| D*.11 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |

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# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| D*.12 | CA.1 | 1.1 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.C / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 98 / # | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |

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# *Culinary Arts*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| D*.13 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |

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99 = 'to know' statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| D'.14 | CA.1 | 1.1 | MA / I.L / 9-12 / 98 / # | CA / I.L / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| D'.15 | CA.1 | 1.1 | MA / I.L / 9-12 / 98 / # | CA / I.L / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| D'.16 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |

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Competency Profile Date: 1994

# Culinary Arts

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| D*.17 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |

**KEY:**
* = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SS.3 | 4.3 | | | | | | |
| | SS.4 | 4.4 | | | | | | |
| | SS.5 | 4.5 | | | | | | |
| | SS.6 | 4.6 | | | | | | |
| | SS.7 | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| D*.18 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| D*.19 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | SS / I.B / 9-12 / 3 / a | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | MA / I.. / 9-12 / 1 / c | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a | SS / I.B / 9-12 / 3 / b | | |
| | CA.4 | 1.7 | MA / I.. / 9-12 / 1 / d | | SC / I.A / 9-12 / 3 / a | SS / I.B / 9-12 / 3 / d | | |
| | CA.5 | 1.8 | MA / I.. / 9-12 / 3 / a | | SC / I.A / 9-12 / 4 / a | SS / I.B / 9-12 / 3 / k | | |
| | CA.6 | 1.10 | MA / I.. / 9-12 / 3 / c | | SC / I.B / 9-12 / 1 / a | | | |
| | CA.7 | 2.2 | MA / I.. / 9-12 / 3 / d | | SC / I.B / 9-12 / 2 / a | | | |
| | HP.3 | 2.7 | MA / I.. / 9-12 / 4 / a | | SC / I.B / 9-12 / 3 / a | | | |
| | HP.5 | 3.1 | MA / I.. / 9-12 / 4 / c | | SC / II.A / 9-12 / 1 / a | | | |
| | HP.6 | 3.4 | MA / I.. / 9-12 / 4 / d | | SC / II.A / 9-12 / 2 / a | | | |
| | HP.7 | 3.8 | MA / II.. / 9-12 / 1 / a | | | | | |
| | MA.1 | 4.1 | MA / II.. / 9-12 / 1 / c | | | | | |
| | MA.2 | | MA / II.. / 9-12 / 1 / d | | | | | |
| | MA.3 | | MA / II.. / 9-12 / 1 / f | | | | | |
| | MA.6 | | MA / II.. / 9-12 / 1 / g | | | | | |
| | SC.7 | | MA / II.. / 9-12 / 1 / h | | | | | |
| | SC.8 | | MA / II.. / 9-12 / 2 / a | | | | | |
| | SS.1 | | MA / II.. / 9-12 / 2 / c | | | | | |
| | SS.2 | | MA / II.. / 9-12 / 2 / d | | | | | |
| | SS.3 | | MA / II.. / 9-12 / 2 / f | | | | | |
| | SS.4 | | MA / II.. / 9-12 / 2 / g | | | | | |
| | SS.5 | | MA / II.. / 9-12 / 2 / h | | | | | |
| | SS.7 | | MA / II.. / 9-12 / 3 / a | | | | | |
| | | | MA / II.. / 9-12 / 3 / c | | | | | |
| | | | MA / II.. / 9-12 / 3 / d | | | | | |
| | | | MA / II.. / 9-12 / 3 / f | | | | | |
| | | | MA / II.. / 9-12 / 3 / g | | | | | |
| | | | MA / II.. / 9-12 / 3 / h | | | | | |

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# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / II.. / 9-12 / 4 / a | | | | | |
| | | | MA / II.. / 9-12 / 4 / c | | | | | |
| | | | MA / II.. / 9-12 / 4 / d | | | | | |
| | | | MA / II.. / 9-12 / 4 / f | | | | | |
| | | | MA / II.. / 9-12 / 4 / g | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / * | | | | | |
| | | | MA / III.. / 9-12 / 2 / * | | | | | |
| | | | MA / III.. / 9-12 / 3 / * | | | | | |
| | | | MA / III.. / 9-12 / 4 / * | | | | | |
| | | | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / * | | | | | |
| | | | MA / IV.. / 9-12 / 2 / * | | | | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / * | | | | | |
| | | | MA / VII.. / 9-12 / 5 / * | | | | | |
| E.1 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.2 | | | | | | |
| | HP.3 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.4 | | | | | | |
| | HP.7 | 3.8 | | | | | | |
| | MA.1 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| E'.2 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.2 | | | | | | |
| | HP.3 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.4 | | | | | | |
| | HP.7 | 3.8 | | | | | | |
| | MA.1 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| E'.3 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.B / 9-12 / 3 / a | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.2 | | | | | | |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.3 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.4 | | | | | | |
| | HP.7 | 3.8 | | | | | | |
| | MA.1 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| E*4 | CA.1 | 1.4 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.2 | | | | | | |
| | HP.3 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.4 | | | | | | |
| | HP.7 | 3.8 | | | | | | |
| | MA.1 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| E'.5 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.2 | | | | | | |
| | HP.3 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.4 | | | | | | |
| | HP.7 | 3.8 | | | | | | |
| | MA.1 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| E'.6 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.2 | | | | | | |
| | HP.3 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.4 | | | | | | |
| | HP.7 | 3.8 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| E*.7 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.2 | | | | | | |
| | HP.3 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.4 | | | | | | |
| | HP.7 | 3.8 | | | | | | |
| | MA.1 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| E*.8 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | FA / I.A / 9-12 / 98 / # |

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98 = same Frameworks as previous competency
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99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.2 | | | | | | |
| | HP.3 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.4 | | | | | | |
| | HP.7 | 3.8 | | | | | | |
| | MA.1 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| E'9 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | HP.3 | 2.2 | | | | | | |
| | HP.5 | 2.7 | | | | | | |
| | HP.6 | 3.1 | | | | | | |
| | HP.7 | 3.4 | | | | | | |
| | MA.1 | 3.8 | | | | | | |
| | MA.2 | 4.1 | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |

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98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

## *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| E*.10 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.2 | | | | | | |
| | HP.3 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.4 | | | | | | |
| | HP.7 | 3.8 | | | | | | |
| | MA.1 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| E*.11 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.2 | | | | | | |

**KEY:** * = may use all 'to do' statements
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.3 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.4 | | | | | | |
| | HP.7 | 3.8 | | | | | | |
| | MA.1 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| E*.12 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | FA / IV.A / 9-12 / 1 / a |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | CA.7 | 2.2 | | | | | | |
| | HP.3 | 2.7 | | | | | | |
| | HP.5 | 3.1 | | | | | | |
| | HP.6 | 3.4 | | | | | | |
| | HP.7 | 3.8 | | | | | | |
| | MA.1 | 4.1 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.3 | | | | | | | |
| | MA.6 | | | | | | | |
| | SC.7 | | | | | | | |
| | SC.8 | | | | | | | |
| | SS.1 | | | | | | | |
| | SS.2 | | | | | | | |
| | SS.3 | | | | | | | |

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# Culinary Arts

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.4 | | | | | | | |
| | SS.5 | | | | | | | |
| | SS.7 | | | | | | | |
| F'.1 | CA.1 | 1.1 | | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | HP / II.B / 9-12 / 1 / a | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | CA / II.. / 9-12 / 5 / ' | SC / I.A / 9-12 / 2 / a | | HP / II.B / 9-12 / 4 / a | FA / IV.A / 9-12 / 4 / a |
| | CA.4 | 1.3 | | CA / II.. / 9-12 / 6 / a | SC / I.A / 9-12 / 3 / a | | HP / II.B / 9-12 / 8 / a | FA / IV.D / 9-12 / 3 / a |
| | CA.5 | 1.4 | | CA / III.. / 9-12 / 1 / ' | SC / I.A / 9-12 / 4 / a | | HP / II.C / 9-12 / 1 / a | |
| | CA.6 | 1.5 | | CA / III.. / 9-12 / 3 / ' | SC / I.B / 9-12 / 1 / a | | HP / V.A / 9-12 / 1 / a | |
| | CA.7 | 1.6 | | CA / IV.. / 9-12 / 1 / e | SC / I.B / 9-12 / 2 / a | | | |
| | HP.1 | 1.7 | | | SC / I.B / 9-12 / 3 / a | | | |
| | HP.2 | 1.8 | | | SC / II.A / 9-12 / 1 / a | | | |
| | HP.3 | 1.9 | | | SC / II.A / 9-12 / 2 / a | | | |
| | HP.4 | 1.10 | | | SC / II.B / 9-12 / 1 / a | | | |
| | HP.5 | 2.1 | | | SC / II.B / 9-12 / 2 / a | | | |
| | HP.6 | 2.2 | | | SC / II.C / 9-12 / 1 / a | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.2 | 2.6 | | | | | | |
| | SC.1 | 2.7 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | SC.3 | 3.2 | | | | | | |
| | SC.4 | 3.3 | | | | | | |
| | SC.5 | 3.4 | | | | | | |
| | SC.6 | 3.5 | | | | | | |
| | SC.7 | 3.6 | | | | | | |
| | SC.8 | 3.7 | | | | | | |
| | SS.1 | 3.8 | | | | | | |
| | SS.2 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| F'.2 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |

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Competency Profile Date: 1994

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.2 | 2.6 | | | | | | |
| | SC.1 | 2.7 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | SC.3 | 3.2 | | | | | | |
| | SC.4 | 3.3 | | | | | | |
| | SC.5 | 3.4 | | | | | | |
| | SC.6 | 3.5 | | | | | | |
| | SC.7 | 3.6 | | | | | | |
| | SC.8 | 3.7 | | | | | | |
| | SS.1 | 3.8 | | | | | | |
| | SS.2 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| F*3 | CA.1 | 1.1 | | CA / I.A / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.2 | 2.6 | | | | | | |
| | SC.1 | 2.7 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | SC.3 | 3.2 | | | | | | |
| | SC.4 | 3.3 | | | | | | |
| | SC.5 | 3.4 | | | | | | |
| | SC.6 | 3.5 | | | | | | |
| | SC.7 | 3.6 | | | | | | |
| | SC.8 | 3.7 | | | | | | |
| | SS.1 | 3.8 | | | | | | |
| | SS.2 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| F*.4 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.2 | 2.6 | | | | | | |
| | SC.1 | 2.7 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | SC.3 | 3.2 | | | | | | |
| | SC.4 | 3.3 | | | | | | |
| | SC.5 | 3.4 | | | | | | |
| | SC.6 | 3.5 | | | | | | |
| | SC.7 | 3.6 | | | | | | |
| | SC.8 | 3.7 | | | | | | |
| | SS.1 | 3.8 | | | | | | |
| | SS.2 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| F*5 | CA.1 | 1.1 | | CA / I.A / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |

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Competency Profile Date: 1994

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2<br>SC.1<br>SC.2<br>SC.3<br>SC.4<br>SC.5<br>SC.6<br>SC.7<br>SC.8<br>SS.1<br>SS.2<br>SS.3<br>SS.4<br>SS.5<br>SS.6<br>SS.7 | 2.6<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4<br>3.5<br>3.6<br>3.7<br>3.8<br>4.1<br>4.2<br>4.3<br>4.4<br>4.5<br>4.6<br>4.7<br>4.8 | | | | | | |
| F'.6 | CA.1<br>CA.3<br>CA.4<br>CA.5<br>CA.6<br>CA.7<br>HP.1<br>HP.2<br>HP.3<br>HP.4<br>HP.5<br>HP.6<br>HP.7<br>MA.2<br>SC.1<br>SC.2<br>SC.3 | 1.1<br>1.2<br>1.3<br>1.4<br>1.5<br>1.6<br>1.7<br>1.8<br>1.9<br>1.10<br>2.1<br>2.2<br>2.3<br>2.6<br>2.7<br>3.1<br>3.2 | | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.4 | 3.3 | | | | | | |
| | SC.5 | 3.4 | | | | | | |
| | SC.6 | 3.5 | | | | | | |
| | SC.7 | 3.6 | | | | | | |
| | SC.8 | 3.7 | | | | | | |
| | SS.1 | 3.8 | | | | | | |
| | SS.2 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| F*.7 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.2 | 2.6 | | | | | | |
| | SC.1 | 2.7 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | SC.3 | 3.2 | | | | | | |
| | SC.4 | 3.3 | | | | | | |
| | SC.5 | 3.4 | | | | | | |
| | SC.6 | 3.5 | | | | | | |
| | SC.7 | 3.6 | | | | | | |

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# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | 3.7 | | | | | | |
| | SS.1 | 3.8 | | | | | | |
| | SS.2 | 4.1 | | | | | | |
| | SS.3 | 4.2 | | | | | | |
| | SS.4 | 4.3 | | | | | | |
| | SS.5 | 4.4 | | | | | | |
| | SS.6 | 4.5 | | | | | | |
| | SS.7 | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| G'.1 | CA.1 | 1.1 | | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 1 / a | | HP / I.B / 9-12 / 1 / a | FA / III.B / 9-12 / 4 / a |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a | | HP / II.A / 9-12 / 3 / a | FA / IV.A / 9-12 / 6 / a |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 3 / b | SC / I.A / 9-12 / 3 / a | | HP / II.B / 9-12 / 1 / a | |
| | CA.5 | 1.4 | | CA / I.. / 9-12 / 6 / c | SC / I.A / 9-12 / 4 / a | | HP / II.B / 9-12 / 4 / a | |
| | CA.6 | 1.5 | | CA / II.. / 9-12 / 3 / c | SC / II.A / 9-12 / 1 / a | | HP / II.B / 9-12 / 8 / a | |
| | CA.7 | 1.6 | | CA / II.. / 9-12 / 5 / e | SC / II.A / 9-12 / 2 / a | | HP / II.C / 9-12 / 1 / b | |
| | HP.1 | 1.7 | | CA / III.. / 9-12 / 1 / g | SC / II.B / 9-12 / 1 / a | | HP / II.D / 9-12 / 1 / a | |
| | HP.2 | 1.8 | | CA / III.. / 9-12 / 3 / e | SC / II.B / 9-12 / 2 / a | | HP / III.A / 9-12 / 1 / a | |
| | HP.3 | 1.9 | | CA / IV.. / 9-12 / 1 / e | SC / II.C / 9-12 / 1 / a | | HP / III.A / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | CA / IV.. / 9-12 / 3 / * | SC / II.C / 9-12 / 2 / a | | HP / III.A / 9-12 / 9 / a | |
| | HP.5 | 2.1 | | | | | HP / III.A / 9-12 / 9 / b | |
| | HP.6 | 2.2 | | | | | HP / III.D / 9-12 / 1 / a | |
| | HP.7 | 2.3 | | | | | HP / V.B / 9-12 / 2 / b | |
| | MA.3 | 2.6 | | | | | HP / V.C / 9-12 / 1 / a | |
| | SC.1 | 2.7 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | SC.3 | 3.2 | | | | | | |
| | SC.4 | 3.3 | | | | | | |
| | SC.7 | 3.4 | | | | | | |
| | SC.8 | 3.5 | | | | | | |
| | SS.2 | 3.6 | | | | | | |
| | SS.3 | 3.7 | | | | | | |
| | SS.4 | 3.8 | | | | | | |
| | SS.5 | 4.1 | | | | | | |
| | SS.7 | 4.2 | | | | | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| G'.2 | CA.1 | 1.1 | | CA / I.A / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | SC.1 | 2.7 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | SC.3 | 3.2 | | | | | | |
| | SC.4 | 3.3 | | | | | | |
| | SC.7 | 3.4 | | | | | | |
| | SC.8 | 3.5 | | | | | | |
| | SS.2 | 3.6 | | | | | | |
| | SS.3 | 3.7 | | | | | | |
| | SS.4 | 3.8 | | | | | | |
| | SS.5 | 4.1 | | | | | | |
| | SS.7 | 4.2 | | | | | | |
| | | 4.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| G'.3 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | SC.1 | 2.7 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | SC.3 | 3.2 | | | | | | |
| | SC.4 | 3.3 | | | | | | |
| | SC.7 | 3.4 | | | | | | |
| | SC.8 | 3.5 | | | | | | |
| | SS.2 | 3.6 | | | | | | |
| | SS.3 | 3.7 | | | | | | |
| | SS.4 | 3.8 | | | | | | |
| | SS.5 | 4.1 | | | | | | |
| | SS.7 | 4.2 | | | | | | |
| | | 4.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| G'.4 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |

**KEY:**
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | CA.7 | 1.6 |  |  |  |  |  |  |
|  | HP.1 | 1.7 |  |  |  |  |  |  |
|  | HP.2 | 1.8 |  |  |  |  |  |  |
|  | HP.3 | 1.9 |  |  |  |  |  |  |
|  | HP.4 | 1.10 |  |  |  |  |  |  |
|  | HP.5 | 2.1 |  |  |  |  |  |  |
|  | HP.6 | 2.2 |  |  |  |  |  |  |
|  | HP.7 | 2.3 |  |  |  |  |  |  |
|  | MA.3 | 2.6 |  |  |  |  |  |  |
|  | SC.1 | 2.7 |  |  |  |  |  |  |
|  | SC.2 | 3.1 |  |  |  |  |  |  |
|  | SC.3 | 3.2 |  |  |  |  |  |  |
|  | SC.4 | 3.3 |  |  |  |  |  |  |
|  | SC.7 | 3.4 |  |  |  |  |  |  |
|  | SC.8 | 3.5 |  |  |  |  |  |  |
|  | SS.2 | 3.6 |  |  |  |  |  |  |
|  | SS.3 | 3.7 |  |  |  |  |  |  |
|  | SS.4 | 3.8 |  |  |  |  |  |  |
|  | SS.5 | 4.1 |  |  |  |  |  |  |
|  | SS.7 | 4.2 |  |  |  |  |  |  |
|  |  | 4.3 |  |  |  |  |  |  |
|  |  | 4.4 |  |  |  |  |  |  |
|  |  | 4.5 |  |  |  |  |  |  |
|  |  | 4.6 |  |  |  |  |  |  |
|  |  | 4.7 |  |  |  |  |  |  |
| G'.5 | CA.1 | 1.1 |  | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 1 / a |  | HP / I.B / 9-12 / 1 / a | FA / III.B / 9-12 / 4 / a |
|  | CA.3 | 1.2 |  | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a |  | HP / II.A / 9-12 / 3 / a | FA / IV.A / 9-12 / 6 / a |
|  | CA.4 | 1.3 |  | CA / I.. / 9-12 / 3 / b | SC / I.A / 9-12 / 3 / a |  | HP / II.B / 9-12 / 1 / a |  |
|  | CA.5 | 1.4 |  | CA / I.. / 9-12 / 6 / c | SC / I.A / 9-12 / 4 / a |  | HP / II.B / 9-12 / 4 / a |  |
|  | CA.6 | 1.5 |  | CA / II.. / 9-12 / 3 / c | SC / II.A / 9-12 / 1 / a |  | HP / II.B / 9-12 / 8 / a |  |
|  | CA.7 | 1.6 |  | CA / II.. / 9-12 / 5 / e | SC / II.A / 9-12 / 2 / a |  | HP / II.C / 9-12 / 1 / b |  |
|  | HP.1 | 1.7 |  | CA / III.. / 9-12 / 1 / g | SC / II.B / 9-12 / 1 / a |  | HP / II.D / 9-12 / 1 / a |  |
|  | HP.2 | 1.8 |  | CA / III.. / 9-12 / 4 / e | SC / II.B / 9-12 / 2 / a |  | HP / III.A / 9-12 / 1 / a |  |
|  | HP.3 | 1.9 |  | CA / IV.. / 9-12 / 1 / e | SC / II.C / 9-12 / 1 / a |  | HP / III.A / 9-12 / 2 / a |  |
|  | HP.4 | 1.10 |  | CA / IV.. / 9-12 / 3 / * | SC / II.C / 9-12 / 2 / a |  | HP / III.A / 9-12 / 9 / a |  |

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# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.5 | 2.1 | | | | | HP / III.A / 9-12 / 9 / b | |
| | HP.6 | 2.2 | | | | | HP / III.D / 9-12 / 1 / a | |
| | HP.7 | 2.3 | | | | | HP / V.B / 9-12 / 2 / b | |
| | MA.3 | 2.6 | | | | | HP / V.C / 9-12 / 1 / a | |
| | SC.1 | 2.7 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | SC.3 | 3.2 | | | | | | |
| | SC.4 | 3.3 | | | | | | |
| | SC.7 | 3.4 | | | | | | |
| | SC.8 | 3.5 | | | | | | |
| | SS.2 | 3.6 | | | | | | |
| | SS.3 | 3.7 | | | | | | |
| | SS.4 | 3.8 | | | | | | |
| | SS.5 | 4.1 | | | | | | |
| | SS.7 | 4.2 | | | | | | |
| | | 4.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| G*.6 | CA.1 | 1.1 | | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 1 / a | | HP / I.B / 9-12 / 1 / a | FA / III.B / 9-12 / 4 / a |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a | | HP / II.A / 9-12 / 3 / a | FA / IV.A / 9-12 / 6 / a |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 3 / b | SC / I.A / 9-12 / 3 / a | | HP / II.B / 9-12 / 1 / a | |
| | CA.5 | 1.4 | | CA / I.. / 9-12 / 6 / c | SC / I.A / 9-12 / 4 / a | | HP / II.B / 9-12 / 4 / a | |
| | CA.6 | 1.5 | | CA / II.. / 9-12 / 3 / c | SC / II.A / 9-12 / 1 / a | | HP / II.B / 9-12 / 8 / a | |
| | CA.7 | 1.6 | | CA / II.. / 9-12 / 5 / e | SC / II.A / 9-12 / 2 / a | | HP / II.C / 9-12 / 1 / b | |
| | HP.1 | 1.7 | | CA / III.. / 9-12 / 1 / g | SC / II.B / 9-12 / 1 / a | | HP / II.D / 9-12 / 1 / a | |
| | HP.2 | 1.8 | | CA / III.. / 9-12 / 4 / e | SC / II.B / 9-12 / 2 / a | | HP / III.A / 9-12 / 1 / a | |
| | HP.3 | 1.9 | | CA / IV.. / 9-12 / 1 / e | SC / II.C / 9-12 / 1 / a | | HP / III.A / 9-12 / 9 / a | |
| | HP.4 | 1.10 | | CA / IV.. / 9-12 / 3 / * | SC / II.C / 9-12 / 2 / a | | HP / III.A / 9-12 / 9 / b | |
| | HP.5 | 2.1 | | | | | HP / III.D / 9-12 / 1 / a | |
| | HP.6 | 2.2 | | | | | HP / V.B / 9-12 / 2 / b | |
| | HP.7 | 2.3 | | | | | HP / V.C / 9-12 / 1 / a | |
| | MA.3 | 2.6 | | | | | | |
| | SC.1 | 2.7 | | | | | | |

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Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC 2 | 3.1 | | | | | | |
| | SC 3 | 3.2 | | | | | | |
| | SC 4 | 3.3 | | | | | | |
| | SC 7 | 3.4 | | | | | | |
| | SC 8 | 3.5 | | | | | | |
| | SS 2 | 3.6 | | | | | | |
| | SS 3 | 3.7 | | | | | | |
| | SS 4 | 3.8 | | | | | | |
| | SS 5 | 4.1 | | | | | | |
| | SS 7 | 4.2 | | | | | | |
| | | 4.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| G 7 | CA 1 | 1.1 | | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 1 / a | | HP / I.B / 9-12 / 1 / a | FA / III.B / 9-12 / 4 / a |
| | CA 3 | 1.2 | | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a | | HP / II.A / 9-12 / 3 / a | FA / IV.A / 9-12 / 6 / a |
| | CA 4 | 1.3 | | CA / I.. / 9-12 / 3 / b | SC / I.A / 9-12 / 3 / a | | HP / II.B / 9-12 / 1 / a | |
| | CA 5 | 1.4 | | CA / I.. / 9-12 / 6 / c | SC / I.A / 9-12 / 4 / a | | HP / II.B / 9-12 / 4 / a | |
| | CA 6 | 1.5 | | CA / II.. / 9-12 / 3 / c | SC / II.A / 9-12 / 1 / a | | HP / II.B / 9-12 / 8 / a | |
| | CA 7 | 1.6 | | CA / II.. / 9-12 / 5 / e | SC / II.A / 9-12 / 2 / a | | HP / II.C / 9-12 / 1 / b | |
| | HP 1 | 1.7 | | CA / III.. / 9-12 / 1 / g | SC / II.B / 9-12 / 1 / a | | HP / II.D / 9-12 / 1 / a | |
| | HP 2 | 1.8 | | CA / III.. / 9-12 / 4 / e | SC / II.B / 9-12 / 2 / a | | HP / III.A / 9-12 / 1 / a | |
| | HP 3 | 1.9 | | CA / IV.. / 9-12 / 1 / e | SC / II.C / 9-12 / 1 / a | | HP / III.A / 9-12 / 9 / a | |
| | HP 4 | 1.10 | | CA / IV.. / 9-12 / 3 / * | SC / II.C / 9-12 / 2 / a | | HP / III.A / 9-12 / 9 / b | |
| | HP 5 | 2.1 | | | | | HP / III.D / 9-12 / 1 / a | |
| | HP 6 | 2.2 | | | | | HP / V.B / 9-12 / 2 / b | |
| | HP 7 | 2.3 | | | | | HP / V.C / 9-12 / 1 / a | |
| | MA 3 | 2.6 | | | | | | |
| | SC 1 | 2.7 | | | | | | |
| | SC 2 | 3.1 | | | | | | |
| | SC 3 | 3.2 | | | | | | |
| | SC 4 | 3.3 | | | | | | |
| | SC 7 | 3.4 | | | | | | |
| | SC 8 | 3.5 | | | | | | |

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## Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.2 | 3.6 | | | | | | |
| | SS.3 | 3.7 | | | | | | |
| | SS.4 | 3.8 | | | | | | |
| | SS.5 | 4.1 | | | | | | |
| | SS.7 | 4.2 | | | | | | |
| | | 4.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| G*.8 | CA.1 | 1.1 | | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 1 / a | | HP / I.B / 9-12 / 1 / a | FA / III.B / 9-12 / 4 / a |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a | | HP / II.A / 9-12 / 3 / a | FA / IV.A / 9-12 / 6 / a |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 3 / b | SC / I.A / 9-12 / 3 / a | | HP / II.B / 9-12 / 1 / a | |
| | CA.5 | 1.4 | | CA / I.. / 9-12 / 6 / c | SC / I.A / 9-12 / 4 / a | | HP / II.B / 9-12 / 4 / a | |
| | CA.6 | 1.5 | | CA / II.. / 9-12 / 3 / c | SC / II.A / 9-12 / 1 / a | | HP / II.B / 9-12 / 8 / a | |
| | CA.7 | 1.6 | | CA / II.. / 9-12 / 5 / e | SC / II.A / 9-12 / 2 / a | | HP / II.C / 9-12 / 1 / b | |
| | HP.1 | 1.7 | | CA / III.. / 9-12 / 1 / g | SC / II.B / 9-12 / 1 / a | | HP / II.D / 9-12 / 1 / a | |
| | HP.2 | 1.8 | | CA / III.. / 9-12 / 4 / e | SC / II.B / 9-12 / 2 / a | | HP / III.A / 9-12 / 1 / a | |
| | HP.3 | 1.9 | | CA / IV.. / 9-12 / 1 / e | SC / II.C / 9-12 / 1 / a | | HP / III.A / 9-12 / 9 / a | |
| | HP.4 | 1.10 | | CA / IV.. / 9-12 / 3 / * | SC / II.C / 9-12 / 2 / a | | HP / III.A / 9-12 / 9 / b | |
| | HP.5 | 2.1 | | | | | HP / III.D / 9-12 / 1 / a | |
| | HP.6 | 2.2 | | | | | HP / V.B / 9-12 / 2 / b | |
| | HP.7 | 2.3 | | | | | HP / V.C / 9-12 / 1 / a | |
| | MA.3 | 2.6 | | | | | | |
| | SC.1 | 2.7 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | SC.3 | 3.2 | | | | | | |
| | SC.4 | 3.3 | | | | | | |
| | SC.7 | 3.4 | | | | | | |
| | SC.8 | 3.5 | | | | | | |
| | SS.2 | 3.6 | | | | | | |
| | SS.3 | 3.7 | | | | | | |
| | SS.4 | 3.8 | | | | | | |
| | SS.5 | 4.1 | | | | | | |
| | SS.7 | 4.2 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.3 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| H.1 | CA.1 | 1.2 | | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 1 / a | | HP / IV.D / 9-12 / 3 / a | |
| | CA.3 | 1.4 | | CA / III.. / 9-12 / 4 / * | SC / I.A / 9-12 / 2 / a | | HP / V.B / 9-12 / 1 / a | |
| | CA.6 | 1.5 | | | SC / I.A / 9-12 / 3 / a | | HP / V.C / 9-12 / 1 / a | |
| | | 1.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| | | 1.10 | | | | | | |
| | | 2.1 | | | | | | |
| | | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.1 | | | | | | |
| H.2 | HP.1 | 1.4 | | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 4 / a | | HP / IV.D / 9-12 / 3 / a | |
| | HP.4 | 1.7 | | CA / III.. / 9-12 / 4 / * | SC / IV.A / 9-12 / 1 / a | | HP / V.B / 9-12 / 1 / a | |
| | SC.2 | 1.10 | | | | | HP / V.C / 9-12 / 1 / a | |
| | SC.7 | 2.1 | | | | | | |
| | | 2.7 | | | | | | |
| H.3 | CA.1 | 1.2 | | CA / I.. / 9-12 / 1 / a | SC / I.A / 9-12 / 1 / a | | HP / IV.D / 9-12 / 3 / a | |
| | CA.3 | 1.4 | | CA / III.. / 9-12 / 4 / * | SC / I.A / 9-12 / 2 / a | | HP / V.B / 9-12 / 1 / a | |
| | CA.6 | 1.5 | | | SC / I.A / 9-12 / 3 / a | | HP / V.C / 9-12 / 1 / a | |
| | | 1.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| | | 1.10 | | | | | | |
| | | 2.1 | | | | | | |
| | | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.1 | | | | | | |
| H.4 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 1 / c | HP / III.A / 9-12 / 12 / a | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a | SS / I.A / 9-12 / 1 / f | HP / III.D / 9-12 / 1 / a | |

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Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / a | SC / I.A / 9-12 / 3 / a | SS / I.A / 9-12 / 1 / h | | |
| | CA.5 | 1.4 | MA / II.. / 9-12 / 1 / a | CA / II.. / 9-12 / 5 / e | SC / I.A / 9-12 / 4 / a | SS / I.A / 9-12 / 1 / i | | |
| | CA.6 | 1.5 | MA / II.. / 9-12 / 1 / b | | SC / I.B / 9-12 / 1 / a | SS / I.A / 9-12 / 2 / c | | |
| | HP.1 | 1.6 | MA / II.. / 9-12 / 1 / c | | SC / I.B / 9-12 / 2 / a | SS / I.A / 9-12 / 2 / f | | |
| | HP.2 | 1.7 | MA / II.. / 9-12 / 1 / d | | SC / I.B / 9-12 / 3 / a | SS / I.A / 9-12 / 2 / h | | |
| | HP.3 | 1.8 | MA / II.. / 9-12 / 1 / g | | SC / II.A / 9-12 / 1 / a | SS / I.A / 9-12 / 2 / i | | |
| | HP.4 | 1.9 | MA / II.. / 9-12 / 1 / h | | SC / II.A / 9-12 / 2 / a | SS / I.A / 9-12 / 3 / c | | |
| | HP.5 | 1.10 | MA / II.. / 9-12 / 2 / a | | SC / II.B / 9-12 / 2 / a | SS / I.A / 9-12 / 3 / f | | |
| | HP.6 | 2.1 | MA / II.. / 9-12 / 2 / b | | SC / III.A / 9-12 / 3 / a | SS / I.A / 9-12 / 3 / h | | |
| | HP.7 | 2.2 | MA / II.. / 9-12 / 2 / c | | SC / III.B / 9-12 / 3 / a | SS / I.A / 9-12 / 3 / i | | |
| | MA.1 | 2.3 | MA / II.. / 9-12 / 2 / d | | | SS / I.A / 9-12 / 4 / c | | |
| | MA.2 | 2.4 | MA / II.. / 9-12 / 2 / g | | | SS / I.A / 9-12 / 4 / f | | |
| | MA.3 | 2.6 | MA / II.. / 9-12 / 2 / h | | | SS / I.A / 9-12 / 4 / h | | |
| | MA.5 | 2.7 | MA / II.. / 9-12 / 4 / a | | | SS / I.A / 9-12 / 4 / i | | |
| | MA.6 | 3.1 | MA / II.. / 9-12 / 4 / b | | | SS / I.B / 9-12 / 1 / * | | |
| | SC.1 | 3.2 | MA / II.. / 9-12 / 4 / c | | | SS / I.B / 9-12 / 3 / * | | |
| | SC.2 | 3.3 | MA / II.. / 9-12 / 4 / d | | | SS / I.C / 9-12 / 1 / c | | |
| | SC.3 | 3.4 | MA / II.. / 9-12 / 4 / g | | | SS / I.C / 9-12 / 1 / d | | |
| | SC.4 | 3.5 | MA / II.. / 9-12 / 4 / h | | | SS / I.C / 9-12 / 1 / h | | |
| | SC.5 | 3.6 | MA / III.. / 9-12 / 1 / b | | | SS / I.C / 9-12 / 5 / c | | |
| | SC.6 | 3.7 | MA / III.. / 9-12 / 1 / c | | | SS / I.D / 9-12 / 4 / k | | |
| | SC.7 | 3.8 | MA / III.. / 9-12 / 1 / d | | | SS / I.D / 9-12 / 5 / d | | |
| | SC.8 | 4.1 | MA / III.. / 9-12 / 2 / b | | | SS / I.D / 9-12 / 5 / h | | |
| | SS.3 | 4.2 | MA / III.. / 9-12 / 2 / c | | | | | |
| | SS.4 | 4.3 | MA / III.. / 9-12 / 2 / d | | | | | |
| | SS.5 | 4.4 | MA / III.. / 9-12 / 4 / b | | | | | |
| | SS.6 | 4.5 | MA / III.. / 9-12 / 4 / c | | | | | |
| | SS.7 | 4.6 | MA / III.. / 9-12 / 4 / d | | | | | |
| | | 4.7 | MA / III.. / 9-12 / 5 / b | | | | | |
| | | 4.8 | MA / III.. / 9-12 / 5 / c | | | | | |
| | | | MA / III.. / 9-12 / 5 / d | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VII.. / 9-12 / 1 / * | | | | | |
| | | | MA / VII.. / 9-12 / 2 / * | | | | | |
| | | | MA / VII.. / 9-12 / 3 / * | | | | | |
| | | | MA / VII.. / 9-12 / 4 / * | | | | | |
| | | | MA / VII.. / 9-12 / 5 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / * | | | | | |
| I.1 | CA.1 | 1.1 | MA / I.. / 9-12 / 3 / d | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | SS / II.A / 9-12 / 4 / c | HP / II.B / 9-12 / 4 / a | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a | SS / II.A / 9-12 / 4 / h | HP / II.B / 9-12 / 8 / a | |
| | CA.4 | 1.3 | MA / II.. / 9-12 / 1 / c | CA / I.. / 9-12 / 3 / * | SC / I.A / 9-12 / 3 / a | SS / II.B / 9-12 / 1 / c | HP / III.A / 9-12 / 9 / b | |
| | CA.5 | 1.4 | MA / II.. / 9-12 / 1 / d | CA / II.. / 9-12 / 5 / * | SC / I.A / 9-12 / 4 / a | SS / II.B / 9-12 / 1 / d | | |
| | CA.6 | 1.5 | MA / II.. / 9-12 / 1 / f | CA / II.. / 9-12 / 6 / a | SC / II.B / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / e | | |
| | CA.7 | 1.6 | MA / II.. / 9-12 / 1 / g | CA / II.. / 9-12 / 6 / b | SC / II.B / 9-12 / 2 / a | SS / II.B / 9-12 / 1 / f | | |
| | HP.1 | 1.7 | MA / II.. / 9-12 / 1 / h | | | SS / II.B / 9-12 / 1 / g | | |
| | HP.2 | 1.8 | MA / II.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 1 / h | | |
| | HP.3 | 1.9 | MA / II.. / 9-12 / 2 / d | | | SS / II.B / 9-12 / 1 / i | | |
| | HP.4 | 1.10 | MA / II.. / 9-12 / 2 / f | | | SS / II.B / 9-12 / 1 / j | | |
| | HP.5 | 2.1 | MA / II.. / 9-12 / 2 / g | | | SS / II.B / 9-12 / 1 / k | | |
| | HP.6 | 2.2 | MA / II.. / 9-12 / 2 / h | | | SS / II.B / 9-12 / 1 / l | | |
| | HP.7 | 2.3 | MA / II.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 1 / m | | |
| | MA.1 | 2.7 | MA / II.. / 9-12 / 3 / d | | | SS / II.B / 9-12 / 1 / n | | |
| | MA.2 | 3.1 | MA / II.. / 9-12 / 3 / f | | | SS / II.B / 9-12 / 1 / o | | |
| | MA.3 | 3.2 | MA / II.. / 9-12 / 3 / g | | | SS / II.B / 9-12 / 3 / c | | |
| | MA.5 | 3.3 | MA / II.. / 9-12 / 3 / h | | | SS / II.B / 9-12 / 3 / d | | |
| | MA.6 | 3.4 | MA / II.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 3 / e | | |
| | SC.1 | 3.5 | MA / II.. / 9-12 / 4 / d | | | SS / II.B / 9-12 / 3 / f | | |
| | SC.2 | 3.6 | MA / II.. / 9-12 / 4 / f | | | SS / II.B / 9-12 / 3 / g | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.3 | 3.7 | MA / II.. / 9-12 / 4 / g | | | SS / II.B / 9-12 / 3 / h | | |
| | SC.4 | 3.8 | MA / II.. / 9-12 / 4 / h | | | SS / II.B / 9-12 / 3 / i | | |
| | SC.7 | 4.1 | MA / III.. / 9-12 / 1 / c | | | SS / II.B / 9-12 / 3 / j | | |
| | SC.8 | 4.3 | MA / III.. / 9-12 / 1 / d | | | SS / II.B / 9-12 / 3 / k | | |
| | SS.3 | 4.4 | MA / III.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 3 / l | | |
| | SS.4 | 4.5 | MA / III.. / 9-12 / 2 / d | | | SS / II.B / 9-12 / 3 / m | | |
| | SS.5 | 4.6 | MA / III.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 3 / n | | |
| | SS.6 | 4.7 | MA / III.. / 9-12 / 4 / d | | | SS / II.B / 9-12 / 3 / o | | |
| | SS.7 | 4.8 | MA / III.. / 9-12 / 5 / c | | | SS / II.B / 9-12 / 4 / c | | |
| | | | MA / III.. / 9-12 / 5 / d | | | SS / II.B / 9-12 / 4 / d | | |
| | | | MA / IV.. / 9-12 / 1 / * | | | SS / II.B / 9-12 / 4 / e | | |
| | | | MA / IV.. / 9-12 / 2 / * | | | SS / II.B / 9-12 / 4 / f | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | SS / II.B / 9-12 / 4 / g | | |
| | | | MA / V.. / 9-12 / 1 / a | | | SS / II.B / 9-12 / 4 / h | | |
| | | | MA / V.. / 9-12 / 1 / c | | | SS / II.B / 9-12 / 4 / i | | |
| | | | MA / V.. / 9-12 / 2 / a | | | SS / II.B / 9-12 / 4 / j | | |
| | | | MA / V.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 4 / k | | |
| | | | MA / V.. / 9-12 / 3 / a | | | SS / II.B / 9-12 / 4 / l | | |
| | | | MA / V.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 4 / m | | |
| | | | MA / V.. / 9-12 / 4 / a | | | SS / II.B / 9-12 / 4 / n | | |
| | | | MA / V.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 4 / o | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | SS / II.B / 9-12 / 5 / c | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | SS / II.B / 9-12 / 5 / d | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | SS / II.B / 9-12 / 5 / e | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | SS / II.B / 9-12 / 5 / f | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | SS / II.B / 9-12 / 5 / g | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | SS / II.B / 9-12 / 5 / h | | |
| | | | MA / VII.. / 9-12 / 3 / * | | | SS / II.B / 9-12 / 5 / i | | |
| | | | MA / VII.. / 9-12 / 4 / * | | | SS / II.B / 9-12 / 5 / j | | |
| | | | MA / VII.. / 9-12 / 5 / * | | | SS / II.B / 9-12 / 5 / k | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | SS / II.B / 9-12 / 5 / l | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | SS / II.B / 9-12 / 5 / m | | |
| | | | MA / X.. / 9-12 / 1 / * | | | SS / II.B / 9-12 / 5 / n | | |
| | | | MA / X.. / 9-12 / 2 / * | | | SS / II.B / 9-12 / 5 / o | | |
| | | | MA / X.. / 9-12 / 3 / * | | | SS / II.B / 9-12 / 7 / c | | |

**KEY:** * = may use all "to do" statements; # = same Frameworks as previous competency; 98 = same Frameworks as previous competency; 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / X.. / 9-12 / 4 / * | | | SS / II.B / 9-12 / 7 / d | | |
| | | | | | | SS / II.B / 9-12 / 7 / e | | |
| | | | | | | SS / II.B / 9-12 / 7 / f | | |
| | | | | | | SS / II.B / 9-12 / 7 / g | | |
| | | | | | | SS / II.B / 9-12 / 7 / h | | |
| | | | | | | SS / II.B / 9-12 / 7 / i | | |
| | | | | | | SS / II.B / 9-12 / 7 / j | | |
| | | | | | | SS / II.B / 9-12 / 7 / k | | |
| | | | | | | SS / II.B / 9-12 / 7 / l | | |
| | | | | | | SS / II.B / 9-12 / 7 / m | | |
| | | | | | | SS / II.B / 9-12 / 7 / n | | |
| | | | | | | SS / II.B / 9-12 / 7 / o | | |
| | | | | | | SS / II.C / 9-12 / 1 / c | | |
| | | | | | | SS / II.C / 9-12 / 1 / d | | |
| | | | | | | SS / II.C / 9-12 / 1 / e | | |
| | | | | | | SS / II.C / 9-12 / 1 / g | | |
| | | | | | | SS / II.C / 9-12 / 1 / l | | |
| | | | | | | SS / II.C / 9-12 / 6 / c | | |
| | | | | | | SS / II.C / 9-12 / 6 / d | | |
| | | | | | | SS / II.C / 9-12 / 6 / e | | |
| | | | | | | SS / II.C / 9-12 / 6 / g | | |
| | | | | | | SS / II.C / 9-12 / 6 / l | | |
| | | | | | | SS / II.D / 9-12 / 2 / c | | |
| | | | | | | SS / II.D / 9-12 / 2 / d | | |
| | | | | | | SS / II.D / 9-12 / 2 / e | | |
| | | | | | | SS / II.D / 9-12 / 2 / k | | |
| | | | | | | SS / II.D / 9-12 / 2 / l | | |
| | | | | | | SS / II.D / 9-12 / 3 / c | | |
| | | | | | | SS / II.D / 9-12 / 3 / d | | |
| | | | | | | SS / II.D / 9-12 / 3 / e | | |
| | | | | | | SS / II.D / 9-12 / 3 / k | | |
| | | | | | | SS / II.D / 9-12 / 3 / l | | |
| | | | | | | SS / III.A / 9-12 / 4 / c | | |
| | | | | | | SS / III.A / 9-12 / 4 / p | | |
| | | | | | | SS / III.A / 9-12 / 5 / c | | |

| | |
|---|---|
| **KEY:** * = may use all "to do" statements | # = same Frameworks as previous competency |
| 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | SS / III.A / 9-12 / 5 / p | | |
| I.2 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| I.3 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |

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98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| 1.4 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |

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# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| I.5 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |

KEY: ' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| I.6 | CA.1 | 1.1 | MA / I.L. / 9-12 / 98 / # | CA / I.L. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| 1.7 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| I.8 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| J.1 | CA.1 | 1.1 | MA / I.. / 9-12 / 3 / d | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | HP / I.A / 9-12 / 3 / a | FA / IV.A / 9-12 / 6 / a |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 2 / a | SC / I.A / 9-12 / 3 / a | | HP / I.B / 9-12 / 3 / a | |
| | CA.4 | 1.3 | MA / II.. / 9-12 / 1 / c | CA / I.. / 9-12 / 3 / a | SC / I.B / 9-12 / 1 / a | | HP / II.B / 9-12 / 1 / a | |
| | CA.5 | 1.4 | MA / II.. / 9-12 / 1 / d | CA / II.. / 9-12 / 5 / * | SC / II.A / 9-12 / 1 / a | | HP / II.B / 9-12 / 2 / a | |
| | CA.6 | 1.5 | MA / II.. / 9-12 / 1 / f | CA / III.. / 9-12 / 4 / e | SC / II.A / 9-12 / 2 / a | | HP / II.B / 9-12 / 3 / a | |
| | CA.7 | 1.6 | MA / II.. / 9-12 / 1 / g | | SC / II.B / 9-12 / 2 / a | | HP / II.B / 9-12 / 4 / a | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.1 | 1.7 | MA / II.. / 9-12 / 1 / h | | SC / III.B / 9-12 / 1 / a | | HP / II.B / 9-12 / 5 / a | |
| | HP.2 | 1.8 | MA / II.. / 9-12 / 2 / c | | SC / III.C / 9-12 / 1 / a | | HP / II.B / 9-12 / 6 / a | |
| | HP.3 | 1.9 | MA / II.. / 9-12 / 2 / d | | SC / VII.B / 9-12 / 3 / a | | HP / II.B / 9-12 / 7 / a | |
| | HP.5 | 1.10 | MA / II.. / 9-12 / 2 / f | | | | HP / II.B / 9-12 / 8 / a | |
| | HP.6 | 2.1 | MA / II.. / 9-12 / 2 / g | | | | HP / III.D / 9-12 / 1 / a | |
| | MA.1 | 2.2 | MA / II.. / 9-12 / 2 / h | | | | HP / V.A / 9-12 / 1 / a | |
| | MA.2 | 2.3 | MA / II.. / 9-12 / 3 / c | | | | HP / V.A / 9-12 / 2 / a | |
| | MA.3 | 2.6 | MA / II.. / 9-12 / 3 / d | | | | HP / V.A / 9-12 / 3 / a | |
| | MA.5 | 2.7 | MA / II.. / 9-12 / 3 / f | | | | | |
| | MA.6 | 3.1 | MA / II.. / 9-12 / 3 / g | | | | | |
| | SC.1 | 3.2 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.3 | 3.3 | MA / II.. / 9-12 / 4 / c | | | | | |
| | SC.4 | 3.4 | MA / II.. / 9-12 / 4 / d | | | | | |
| | SC.7 | 3.5 | MA / II.. / 9-12 / 4 / f | | | | | |
| | SC.8 | 3.6 | MA / II.. / 9-12 / 4 / g | | | | | |
| | SS.5 | 3.7 | MA / II.. / 9-12 / 4 / h | | | | | |
| | SS.6 | 3.8 | MA / III.. / 9-12 / 1 / c | | | | | |
| | SS.7 | 4.1 | MA / III.. / 9-12 / 1 / d | | | | | |
| | | 4.6 | MA / III.. / 9-12 / 2 / c | | | | | |
| | | 4.7 | MA / III.. / 9-12 / 2 / d | | | | | |
| | | | MA / III.. / 9-12 / 4 / c | | | | | |
| | | | MA / III.. / 9-12 / 4 / d | | | | | |
| | | | MA / III.. / 9-12 / 5 / c | | | | | |
| | | | MA / III.. / 9-12 / 5 / d | | | | | |
| | | | MA / IV.. / 9-12 / 1 / * | | | | | |
| | | | MA / IV.. / 9-12 / 2 / * | | | | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 3 / * | | | | | |
| | | | MA / VII.. / 9-12 / 4 / * | | | | | |
| | | | MA / VII.. / 9-12 / 5 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / X.. / 9-12 / 1 / * | | | | | |
| | | | MA / X.. / 9-12 / 2 / * | | | | | |
| | | | MA / X.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 4 / * | | | | | |
| J.2 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 6 / a |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.5 | 1.10 | | | | | | |
| | HP.6 | 2.1 | | | | | | |
| | MA.1 | 2.2 | | | | | | |
| | MA.2 | 2.3 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |
| | MA.6 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SC.3 | 3.3 | | | | | | |
| | SC.4 | 3.4 | | | | | | |
| | SC.7 | 3.5 | | | | | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | 3.6 | | | | | | |
| | SS.5 | 3.7 | | | | | | |
| | SS.6 | 3.8 | | | | | | |
| | SS.7 | 4.1 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| J.3 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 6 / a |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.5 | 1.10 | | | | | | |
| | HP.6 | 2.1 | | | | | | |
| | MA.1 | 2.2 | | | | | | |
| | MA.2 | 2.3 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |
| | MA.6 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SC.3 | 3.3 | | | | | | |
| | SC.4 | 3.4 | | | | | | |
| | SC.7 | 3.5 | | | | | | |
| | SC.8 | 3.6 | | | | | | |
| | SS.5 | 3.7 | | | | | | |
| | SS.6 | 3.8 | | | | | | |
| | SS.7 | 4.1 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| J.4 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 6 / a |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |

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99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.5 | 1.10 | | | | | | |
| | HP.6 | 2.1 | | | | | | |
| | MA.1 | 2.2 | | | | | | |
| | MA.2 | 2.3 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |
| | MA.6 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SC.3 | 3.3 | | | | | | |
| | SC.4 | 3.4 | | | | | | |
| | SC.7 | 3.5 | | | | | | |
| | SC.8 | 3.6 | | | | | | |
| | SS.5 | 3.7 | | | | | | |
| | SS.6 | 3.8 | | | | | | |
| | SS.7 | 4.1 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| J.5 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 6 / a |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.5 | 1.10 | | | | | | |
| | HP.6 | 2.1 | | | | | | |
| | MA.1 | 2.2 | | | | | | |

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Competency Profile Date: 1994

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 2.3 | | | | | | |
| | MA.3 | 2.6 | | | | | | |
| | MA.5 | 2.7 | | | | | | |
| | MA.6 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SC.3 | 3.3 | | | | | | |
| | SC.4 | 3.4 | | | | | | |
| | SC.7 | 3.5 | | | | | | |
| | SS.5 | 3.6 | | | | | | |
| | SS.6 | 3.7 | | | | | | |
| | SS.7 | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| K.1 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 1 / c | | FA / IV.A / 9-12 / 3 / a |
| | CA.2 | 1.2 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 2 / * | SC / I.A / 9-12 / 2 / a | SS / I.A / 9-12 / 1 / f | | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.3 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 3 / a | SC / I.A / 9-12 / 3 / a | SS / I.A / 9-12 / 1 / h | | FA / IV.D / 9-12 / 5 / a |
| | CA.4 | 1.4 | MA / II.. / 9-12 / 1 / a | CA / II.. / 9-12 / 6 / a | SC / I.A / 9-12 / 4 / a | SS / I.A / 9-12 / 1 / i | | FA / IV.D / 9-12 / 5 / b |
| | CA.5 | 1.5 | MA / II.. / 9-12 / 1 / c | | SC / I.B / 9-12 / 1 / a | SS / I.A / 9-12 / 2 / c | | |
| | CA.6 | 1.6 | MA / II.. / 9-12 / 1 / d | | SC / I.B / 9-12 / 2 / a | SS / I.A / 9-12 / 2 / f | | |
| | CA.7 | 1.7 | MA / II.. / 9-12 / 1 / f | | SC / I.B / 9-12 / 3 / a | SS / I.A / 9-12 / 2 / h | | |
| | FA.1 | 1.8 | MA / II.. / 9-12 / 1 / g | | SC / II.A / 9-12 / 1 / a | SS / I.A / 9-12 / 2 / i | | |
| | FA.2 | 1.9 | MA / II.. / 9-12 / 1 / h | | SC / II.A / 9-12 / 2 / a | SS / I.A / 9-12 / 3 / c | | |
| | FA.3 | 1.10 | MA / II.. / 9-12 / 2 / a | | SC / II.B / 9-12 / 1 / a | SS / I.A / 9-12 / 3 / f | | |
| | FA.4 | 2.1 | MA / II.. / 9-12 / 2 / c | | SC / II.B / 9-12 / 2 / a | SS / I.A / 9-12 / 3 / h | | |
| | FA.5 | 2.2 | MA / II.. / 9-12 / 2 / d | | SC / II.C / 9-12 / 1 / a | SS / I.A / 9-12 / 3 / i | | |
| | HP.1 | 2.3 | MA / II.. / 9-12 / 2 / f | | SC / VIII.A / 9-12 / 2 / a | SS / I.A / 9-12 / 4 / c | | |
| | HP.2 | 2.4 | MA / II.. / 9-12 / 2 / g | | | SS / I.A / 9-12 / 4 / f | | |
| | HP.3 | 2.5 | MA / II.. / 9-12 / 2 / h | | | SS / I.A / 9-12 / 4 / h | | |
| | HP.5 | 2.6 | MA / II.. / 9-12 / 4 / a | | | SS / I.A / 9-12 / 4 / i | | |
| | HP.6 | 2.7 | MA / II.. / 9-12 / 4 / c | | | SS / I.B / 9-12 / 1 / * | | |
| | HP.7 | 3.1 | MA / II.. / 9-12 / 4 / d | | | SS / I.B / 9-12 / 3 / * | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 4 / f | | | SS / I.C / 9-12 / 1 / c | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 4 / g | | | SS / I.C / 9-12 / 1 / d | | |
| | MA.3 | 3.4 | MA / II.. / 9-12 / 4 / h | | | SS / I.C / 9-12 / 1 / h | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.5 | 3.5 | MA / III.. / 9-12 / 1 / b | | | SS / I.C / 9-12 / 5 / c | | |
| | MA.6 | 3.6 | MA / III.. / 9-12 / 1 / c | | | SS / I.C / 9-12 / 5 / d | | |
| | SC.1 | 3.7 | MA / III.. / 9-12 / 1 / d | | | SS / I.C / 9-12 / 5 / h | | |
| | SC.2 | 3.8 | MA / III.. / 9-12 / 2 / b | | | SS / I.D / 9-12 / 4 / k | | |
| | SC.7 | 4.1 | MA / III.. / 9-12 / 2 / c | | | | | |
| | SC.8 | 4.3 | MA / III.. / 9-12 / 2 / d | | | | | |
| | SS.2 | 4.4 | MA / III.. / 9-12 / 4 / b | | | | | |
| | SS.3 | 4.5 | MA / III.. / 9-12 / 4 / c | | | | | |
| | SS.4 | 4.6 | MA / III.. / 9-12 / 4 / d | | | | | |
| | SS.5 | 4.7 | MA / III.. / 9-12 / 5 / b | | | | | |
| | SS.6 | 4.8 | MA / III.. / 9-12 / 5 / c | | | | | |
| | SS.7 | | MA / III.. / 9-12 / 5 / d | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VII.. / 9-12 / 1 / * | | | | | |
| | | | MA / VII.. / 9-12 / 2 / * | | | | | |
| | | | MA / VII.. / 9-12 / 3 / * | | | | | |
| | | | MA / VII.. / 9-12 / 4 / * | | | | | |
| | | | MA / VII.. / 9-12 / 5 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / * | | | | | |
| K.2 | CA.1 | 1.1 | | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | SS / III.C / 9-12 / 3 / b | HP / II.B / 9-12 / 1 / a | FA / IV.A / 9-12 / 3 / a |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 2 / * | SC / I.A / 9-12 / 2 / a | SS / III.C / 9-12 / 3 / c | HP / II.B / 9-12 / 2 / a | FA / IV.D / 9-12 / 2 / a |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 3 / b | SC / I.A / 9-12 / 3 / a | SS / III.C / 9-12 / 3 / e | HP / II.B / 9-12 / 3 / a | |
| | CA.5 | 1.4 | | CA / I.. / 9-12 / 6 / * | SC / I.B / 9-12 / 1 / a | SS / III.C / 9-12 / 3 / f | HP / II.B / 9-12 / 4 / a | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | 1.5 | | CA / II. / 9-12 / 5 / * | SC / I.B / 9-12 / 2 / a | SS / III.C / 9-12 / 3 / h | HP / II.B / 9-12 / 5 / a | |
| | CA.7 | 1.6 | | | SC / I.B / 9-12 / 3 / a | SS / III.C / 9-12 / 3 / o | HP / II.B / 9-12 / 6 / a | |
| | HP.6 | 1.7 | | | SC / II.A / 9-12 / 1 / a | SS / III.C / 9-12 / 4 / b | HP / II.B / 9-12 / 7 / a | |
| | MA.3 | 1.8 | | | SC / II.A / 9-12 / 2 / a | SS / III.C / 9-12 / 4 / c | HP / II.B / 9-12 / 8 / a | |
| | MA.4 | 1.9 | | | | SS / III.C / 9-12 / 4 / e | | |
| | MA.6 | 1.10 | | | | SS / III.C / 9-12 / 4 / f | | |
| | SC.3 | 2.1 | | | | SS / III.C / 9-12 / 4 / h | | |
| | SC.4 | 2.2 | | | | SS / III.C / 9-12 / 4 / o | | |
| | SC.8 | 2.3 | | | | SS / III.C / 9-12 / 6 / b | | |
| | SS.4 | 2.7 | | | | SS / III.C / 9-12 / 6 / c | | |
| | SS.5 | 3.1 | | | | SS / III.C / 9-12 / 6 / e | | |
| | SS.6 | 3.2 | | | | SS / III.C / 9-12 / 6 / f | | |
| | SS.7 | 3.3 | | | | SS / III.C / 9-12 / 6 / h | | |
| | | 3.4 | | | | SS / III.C / 9-12 / 6 / o | | |
| | | 3.5 | | | | SS / III.C / 9-12 / 8 / b | | |
| | | 3.6 | | | | SS / III.C / 9-12 / 8 / c | | |
| | | 3.7 | | | | SS / III.C / 9-12 / 8 / e | | |
| | | 3.8 | | | | SS / III.C / 9-12 / 8 / f | | |
| | | 4.1 | | | | SS / III.C / 9-12 / 8 / h | | |
| | | 4.5 | | | | SS / III.C / 9-12 / 8 / o | | |
| | | 4.7 | | | | SS / III.C / 9-12 / 9 / b | | |
| | | | | | | SS / III.C / 9-12 / 9 / c | | |
| | | | | | | SS / III.C / 9-12 / 9 / e | | |
| | | | | | | SS / III.C / 9-12 / 9 / f | | |
| | | | | | | SS / III.C / 9-12 / 9 / h | | |
| | | | | | | SS / III.C / 9-12 / 9 / o | | |
| | | | | | | SS / III.C / 9-12 / 10 / b | | |
| | | | | | | SS / III.C / 9-12 / 10 / c | | |
| | | | | | | SS / III.C / 9-12 / 10 / e | | |
| | | | | | | SS / III.C / 9-12 / 10 / f | | |
| | | | | | | SS / III.C / 9-12 / 10 / h | | |
| | | | | | | SS / III.C / 9-12 / 10 / o | | |
| | | | | | | SS / III.E / 9-12 / 6 / d | | |
| | | | | | | SS / III.E / 9-12 / 6 / k | | |
| | | | | | | SS / III.E / 9-12 / 6 / o | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | SS / IV.C / 9-12 / 1 / e | | |
| | | | | | | SS / IV.C / 9-12 / 1 / g | | |
| K.3 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.6 | 1.7 | | | | | | |
| | MA.3 | 1.8 | | | | | | |
| | MA.4 | 1.9 | | | | | | |
| | MA.6 | 1.10 | | | | | | |
| | SC.3 | 2.1 | | | | | | |
| | SC.4 | 2.2 | | | | | | |
| | SC.8 | 2.3 | | | | | | |
| | SS.4 | 2.7 | | | | | | |
| | SS.5 | 3.1 | | | | | | |
| | SS.6 | 3.2 | | | | | | |
| | SS.7 | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| K.4 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.6 | 1.7 | | | | | | |
| | MA.3 | 1.8 | | | | | | |

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.4 | 1.9 | | | | | | |
| | MA.6 | 1.10 | | | | | | |
| | SC.3 | 2.1 | | | | | | |
| | SC.4 | 2.2 | | | | | | |
| | SC.8 | 2.3 | | | | | | |
| | SS.4 | 2.7 | | | | | | |
| | SS.5 | 3.1 | | | | | | |
| | SS.6 | 3.2 | | | | | | |
| | SS.7 | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| K.5 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.6 | 1.7 | | | | | | |
| | MA.3 | 1.8 | | | | | | |
| | MA.4 | 1.9 | | | | | | |
| | MA.6 | 1.10 | | | | | | |
| | SC.3 | 2.1 | | | | | | |
| | SC.4 | 2.2 | | | | | | |
| | SC.8 | 2.3 | | | | | | |
| | SS.4 | 2.7 | | | | | | |
| | SS.5 | 3.1 | | | | | | |
| | SS.6 | 3.2 | | | | | | |
| | SS.7 | 3.3 | | | | | | |
| | | 3.4 | | | | | | |

KEY:
' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

501

502

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| K.6 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.6 | 1.7 | | | | | | |
| | MA.3 | 1.8 | | | | | | |
| | MA.4 | 1.9 | | | | | | |
| | MA.6 | 1.10 | | | | | | |
| | SC.3 | 2.1 | | | | | | |
| | SC.4 | 2.2 | | | | | | |
| | SC.8 | 2.3 | | | | | | |
| | SS.4 | 2.7 | | | | | | |
| | SS.5 | 3.1 | | | | | | |
| | SS.6 | 3.2 | | | | | | |
| | SS.7 | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| K.7 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |

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Competency Profile Date: 1994

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.6 | 1.7 | | | | | | |
| | MA.3 | 1.8 | | | | | | |
| | MA.4 | 1.9 | | | | | | |
| | MA.6 | 1.10 | | | | | | |
| | SC.3 | 2.1 | | | | | | |
| | SC.4 | 2.2 | | | | | | |
| | SC.8 | 2.3 | | | | | | |
| | SS.4 | 2.7 | | | | | | |
| | SS.5 | 3.1 | | | | | | |
| | SS.6 | 3.2 | | | | | | |
| | SS.7 | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| K.8 | CA.1 | 1.1 | MA / I.. / 9-12 / 3 / d | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | SS / II.A / 9-12 / 4 / c | HP / II.B / 9-12 / 4 / a | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 2 / c | SC / I.A / 9-12 / 2 / a | SS / II.A / 9-12 / 4 / h | HP / II.B / 9-12 / 8 / a | |
| | CA.4 | 1.3 | MA / II.. / 9-12 / 1 / c | CA / I.. / 9-12 / 3 / * | SC / I.A / 9-12 / 3 / a | SS / II.B / 9-12 / 1 / c | HP / III.A / 9-12 / 9 / b | |
| | CA.5 | 1.4 | MA / II.. / 9-12 / 1 / d | CA / II.. / 9-12 / 5 / * | SC / I.A / 9-12 / 4 / a | SS / II.B / 9-12 / 1 / d | | |
| | CA.6 | 1.5 | MA / II.. / 9-12 / 1 / f | CA / II.. / 9-12 / 6 / a | SC / II.B / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / e | | |
| | CA.7 | 1.6 | MA / II.. / 9-12 / 1 / g | CA / II.. / 9-12 / 6 / b | SC / II.B / 9-12 / 2 / a | SS / II.B / 9-12 / 1 / f | | |
| | HP.1 | 1.7 | MA / II.. / 9-12 / 1 / h | | | SS / II.B / 9-12 / 1 / g | | |
| | HP.2 | 1.8 | MA / II.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 1 / h | | |
| | HP.3 | 1.9 | MA / II.. / 9-12 / 2 / d | | | SS / II.B / 9-12 / 1 / i | | |
| | HP.4 | 1.10 | MA / II.. / 9-12 / 2 / f | | | SS / II.B / 9-12 / 1 / j | | |
| | HP.5 | 2.1 | MA / II.. / 9-12 / 2 / g | | | SS / II.B / 9-12 / 1 / k | | |
| | HP.6 | 2.2 | MA / II.. / 9-12 / 2 / h | | | SS / II.B / 9-12 / 1 / l | | |
| | HP.7 | 2.3 | MA / II.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 1 / m | | |

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Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 2.7 | MA / II.. / 9-12 / 3 / d | | | SS / II.B / 9-12 / 1 / n | | |
| | MA.2 | 3.1 | MA / II.. / 9-12 / 3 / f | | | SS / II.B / 9-12 / 1 / o | | |
| | MA.3 | 3.2 | MA / II.. / 9-12 / 3 / g | | | SS / II.B / 9-12 / 3 / c | | |
| | MA.5 | 3.3 | MA / II.. / 9-12 / 3 / h | | | SS / II.B / 9-12 / 3 / d | | |
| | MA.6 | 3.4 | MA / II.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 3 / e | | |
| | SC.1 | 3.5 | MA / II.. / 9-12 / 4 / d | | | SS / II.B / 9-12 / 3 / f | | |
| | SC.2 | 3.6 | MA / II.. / 9-12 / 4 / f | | | SS / II.B / 9-12 / 3 / h | | |
| | SC.3 | 3.7 | MA / II.. / 9-12 / 4 / g | | | SS / II.B / 9-12 / 3 / i | | |
| | SC.4 | 3.8 | MA / II.. / 9-12 / 4 / h | | | SS / II.B / 9-12 / 3 / j | | |
| | SC.7 | 4.1 | MA / III.. / 9-12 / 1 / c | | | SS / II.B / 9-12 / 3 / k | | |
| | SC.8 | 4.3 | MA / III.. / 9-12 / 1 / d | | | SS / II.B / 9-12 / 3 / l | | |
| | SS.3 | 4.4 | MA / III.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 3 / m | | |
| | SS.4 | 4.5 | MA / III.. / 9-12 / 2 / d | | | SS / II.B / 9-12 / 3 / n | | |
| | SS.5 | 4.6 | MA / III.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 3 / o | | |
| | SS.6 | 4.7 | MA / III.. / 9-12 / 4 / d | | | SS / II.B / 9-12 / 4 / c | | |
| | SS.7 | 4.8 | MA / III.. / 9-12 / 5 / c | | | SS / II.B / 9-12 / 4 / d | | |
| | | | MA / III.. / 9-12 / 5 / d | | | SS / II.B / 9-12 / 4 / e | | |
| | | | MA / IV.. / 9-12 / 1 / * | | | SS / II.B / 9-12 / 4 / f | | |
| | | | MA / IV.. / 9-12 / 2 / * | | | SS / II.B / 9-12 / 4 / g | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | SS / II.B / 9-12 / 4 / h | | |
| | | | MA / V.. / 9-12 / 1 / a | | | SS / II.B / 9-12 / 4 / i | | |
| | | | MA / V.. / 9-12 / 1 / c | | | SS / II.B / 9-12 / 4 / j | | |
| | | | MA / V.. / 9-12 / 2 / a | | | SS / II.B / 9-12 / 4 / k | | |
| | | | MA / V.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 4 / l | | |
| | | | MA / V.. / 9-12 / 3 / a | | | SS / II.B / 9-12 / 4 / m | | |
| | | | MA / V.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 4 / n | | |
| | | | MA / V.. / 9-12 / 4 / a | | | SS / II.B / 9-12 / 4 / o | | |
| | | | MA / V.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 5 / c | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | SS / II.B / 9-12 / 5 / d | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | SS / II.B / 9-12 / 5 / e | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | SS / II.B / 9-12 / 5 / f | | |
| | | | MA / VI.. / 9-12 / 2 / l | | | SS / II.B / 9-12 / 5 / g | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | SS / II.B / 9-12 / 5 / h | | |
| | | | MA / VI.. / 9-12 / 3 / l | | | SS / II.B / 9-12 / 5 / i | | |
| | | | MA / VII.. / 9-12 / 3 / * | | | SS / II.B / 9-12 / 5 / j | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VII.. / 9-12 / 4 / * | | | SS / II.B / 9-12 / 5 / k | | |
| | | | MA / VII.. / 9-12 / 5 / * | | | SS / II.B / 9-12 / 5 / l | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | SS / II.B / 9-12 / 5 / m | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | SS / II.B / 9-12 / 5 / n | | |
| | | | MA / X.. / 9-12 / 1 / * | | | SS / II.B / 9-12 / 5 / o | | |
| | | | MA / X.. / 9-12 / 2 / * | | | SS / II.B / 9-12 / 7 / c | | |
| | | | MA / X.. / 9-12 / 3 / * | | | SS / II.B / 9-12 / 7 / d | | |
| | | | MA / X.. / 9-12 / 4 / * | | | SS / II.B / 9-12 / 7 / e | | |
| | | | | | | SS / II.B / 9-12 / 7 / f | | |
| | | | | | | SS / II.B / 9-12 / 7 / g | | |
| | | | | | | SS / II.B / 9-12 / 7 / h | | |
| | | | | | | SS / II.B / 9-12 / 7 / i | | |
| | | | | | | SS / II.B / 9-12 / 7 / j | | |
| | | | | | | SS / II.B / 9-12 / 7 / k | | |
| | | | | | | SS / II.B / 9-12 / 7 / l | | |
| | | | | | | SS / II.B / 9-12 / 7 / m | | |
| | | | | | | SS / II.B / 9-12 / 7 / n | | |
| | | | | | | SS / II.B / 9-12 / 7 / o | | |
| | | | | | | SS / II.C / 9-12 / 1 / c | | |
| | | | | | | SS / II.C / 9-12 / 1 / d | | |
| | | | | | | SS / II.C / 9-12 / 1 / e | | |
| | | | | | | SS / II.C / 9-12 / 1 / g | | |
| | | | | | | SS / II.C / 9-12 / 1 / i | | |
| | | | | | | SS / II.C / 9-12 / 6 / c | | |
| | | | | | | SS / II.C / 9-12 / 6 / d | | |
| | | | | | | SS / II.C / 9-12 / 6 / e | | |
| | | | | | | SS / II.C / 9-12 / 6 / g | | |
| | | | | | | SS / II.C / 9-12 / 6 / i | | |
| | | | | | | SS / II.D / 9-12 / 2 / c | | |
| | | | | | | SS / II.D / 9-12 / 2 / d | | |
| | | | | | | SS / II.D / 9-12 / 2 / e | | |
| | | | | | | SS / II.D / 9-12 / 2 / k | | |
| | | | | | | SS / II.D / 9-12 / 2 / l | | |
| | | | | | | SS / II.D / 9-12 / 3 / c | | |
| | | | | | | SS / II.D / 9-12 / 3 / d | | |

**KEY:** * = may use all "to do" statements
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# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | SS / II.D / 9-12 / 3 / e | | |
| | | | | | | SS / II.D / 9-12 / 3 / k | | |
| | | | | | | SS / II.D / 9-12 / 3 / l | | |
| | | | | | | SS / III.A / 9-12 / 4 / c | | |
| | | | | | | SS / III.A / 9-12 / 4 / p | | |
| | | | | | | SS / III.A / 9-12 / 5 / c | | |
| | | | | | | SS / III.A / 9-12 / 5 / p | | |
| K.9 | CA.1 | 1.1 | MA / I.A / 9-12 / 98 / # | CA / I.A / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | *FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.7 | 4.8 | | | | | | |
| K.10 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 3 / b |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.1 | 1.7 | | | | | | |
| | HP.2 | 1.8 | | | | | | |
| | HP.3 | 1.9 | | | | | | |
| | HP.4 | 1.10 | | | | | | |
| | HP.5 | 2.1 | | | | | | |
| | HP.6 | 2.2 | | | | | | |
| | HP.7 | 2.3 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | MA.6 | 3.4 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.2 | 3.6 | | | | | | |
| | SC.3 | 3.7 | | | | | | |
| | SC.4 | 3.8 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| | SC.8 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | SS.7 | 4.8 | | | | | | |
| L.1 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / c | CA / I.. / 9-12 / 1 / ' | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / c | CA / I.. / 9-12 / 2 / a | SC / III.B / 9-12 / 2 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / c | CA / I.. / 9-12 / 6 / c | SC / III.B / 9-12 / 3 / a | | | |
| | CA.5 | 1.4 | MA / I.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / ' | | | | |
| | CA.6 | 1.5 | MA / II.. / 9-12 / 1 / a | | | | | |

## *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.7 | 1.6 | MA / II.. / 9-12 / 1 / c | | | | | |
| | HP.4 | 1.7 | MA / II.. / 9-12 / 1 / d | | | | | |
| | MA.1 | 1.8 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.9 | MA / II.. / 9-12 / 1 / f | | | | | |
| | MA.3 | 1.10 | MA / II.. / 9-12 / 1 / g | | | | | |
| | MA.4 | 2.1 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.5 | 2.2 | MA / II.. / 9-12 / 2 / a | | | | | |
| | MA.6 | 2.7 | MA / II.. / 9-12 / 2 / c | | | | | |
| | SC.7 | 3.1 | MA / II.. / 9-12 / 2 / d | | | | | |
| | SC.8 | 3.2 | MA / II.. / 9-12 / 2 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 2 / f | | | | | |
| | | 3.4 | MA / II.. / 9-12 / 2 / g | | | | | |
| | | 3.5 | MA / II.. / 9-12 / 2 / h | | | | | |
| | | 3.6 | MA / II.. / 9-12 / 3 / a | | | | | |
| | | 3.7 | MA / II.. / 9-12 / 3 / c | | | | | |
| | | 3.8 | MA / II.. / 9-12 / 3 / d | | | | | |
| | | 4.1 | MA / II.. / 9-12 / 3 / e | | | | | |
| | | 4.4 | MA / II.. / 9-12 / 3 / f | | | | | |
| | | 4.6 | MA / II.. / 9-12 / 3 / g | | | | | |
| | | 4.7 | MA / II.. / 9-12 / 3 / h | | | | | |
| | | 4.8 | MA / II.. / 9-12 / 4 / a | | | | | |
| | | | MA / II.. / 9-12 / 4 / c | | | | | |
| | | | MA / II.. / 9-12 / 4 / d | | | | | |
| | | | MA / II.. / 9-12 / 4 / e | | | | | |
| | | | MA / II.. / 9-12 / 4 / f | | | | | |
| | | | MA / II.. / 9-12 / 4 / g | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / * | | | | | |
| | | | MA / III.. / 9-12 / 2 / * | | | | | |
| | | | MA / III.. / 9-12 / 3 / * | | | | | |
| | | | MA / III.. / 9-12 / 4 / * | | | | | |
| | | | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |

**KEY:** * = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 1 / j | | | | | |
| | | | MA / VII.. / 9-12 / 1 / a | | | | | |
| | | | MA / VII.. / 9-12 / 1 / h | | | | | |
| | | | MA / VII.. / 9-12 / 2 / a | | | | | |
| | | | MA / VII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VII.. / 9-12 / 3 / a | | | | | |
| | | | MA / VII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / h | | | | | |
| | | | MA / IX.. / 9-12 / 1 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 1 / h | | | | | |
| | | | MA / X.. / 9-12 / 2 / a | | | | | |
| | | | MA / X.. / 9-12 / 2 / h | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |

**KEY:** * = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / X.. / 9-12 / 4 / h | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / h | | | | | |
| L.2 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.4 | 1.7 | | | | | | |
| | MA.1 | 1.8 | | | | | | |
| | MA.2 | 1.9 | | | | | | |
| | MA.3 | 1.10 | | | | | | |
| | MA.4 | 2.1 | | | | | | |
| | MA.5 | 2.2 | | | | | | |
| | MA.6 | 2.7 | | | | | | |
| | SC.7 | 3.1 | | | | | | |
| | SC.8 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| L.3 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 1 / c | SC / I.A / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / c | HP / II.A / 9-12 / 1 / a | FA / IV.A / 9-12 / 2 / a |
| | CA.5 | 1.5 | | CA / I.. / 9-12 / 3 / b | SC / I.A / 9-12 / 3 / a | SS / II.B / 9-12 / 1 / h | HP / II.A / 9-12 / 3 / a | |
| | CA.6 | 1.6 | | | SC / I.A / 9-12 / 4 / a | SS / II.B / 9-12 / 1 / l | | |
| | FA.1 | 1.7 | | | SC / I.B / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / m | | |
| | FA.2 | 1.8 | | | SC / II.A / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / n | | |
| | FA.5 | 1.10 | | | SC / II.A / 9-12 / 2 / a | SS / II.B / 9-12 / 1 / o | | |

**KEY:** * = may use all "to do" statements  # = same Frameworks as previous competency
98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.1 | 2.1 | | | SC / II.B / 9-12 / 1 / a | SS / II.B / 9-12 / 2 / c | | |
| | HP.2 | 2.2 | | | SC / II.B / 9-12 / 2 / a | SS / II.B / 9-12 / 2 / h | | |
| | HP.3 | 2.3 | | | SC / II.C / 9-12 / 1 / a | SS / II.B / 9-12 / 2 / i | | |
| | HP.4 | 2.5 | | | SC / III.B / 9-12 / 1 / a | SS / II.B / 9-12 / 2 / m | | |
| | HP.5 | 2.6 | | | SC / III.B / 9-12 / 2 / a | SS / II.B / 9-12 / 2 / n | | |
| | HP.6 | 2.7 | | | SC / III.B / 9-12 / 3 / a | SS / II.B / 9-12 / 2 / o | | |
| | HP.7 | 3.1 | | | SC / III.B / 9-12 / 4 / a | SS / II.B / 9-12 / 4 / c | | |
| | MA.1 | 3.2 | | | SC / IV.B / 9-12 / 1 / a | SS / II.B / 9-12 / 4 / h | | |
| | MA.2 | 3.3 | | | SC / VI.B / 9-12 / 3 / a | SS / II.B / 9-12 / 4 / i | | |
| | MA.3 | 3.4 | | | SC / VII.A / 9-12 / 1 / a | SS / II.B / 9-12 / 4 / m | | |
| | MA.5 | 3.5 | | | SC / VII.A / 9-12 / 2 / a | SS / II.B / 9-12 / 4 / n | | |
| | MA.6 | 3.6 | | | SC / VII.B / 9-12 / 3 / a | SS / II.B / 9-12 / 4 / o | | |
| | SC.1 | 3.7 | | | SC / VII.C / 9-12 / 2 / a | SS / II.C / 9-12 / 3 / i | | |
| | SC.2 | 3.8 | | | | SS / II.C / 9-12 / 5 / i | | |
| | SC.3 | 4.1 | | | | SS / II.C / 9-12 / 6 / i | | |
| | SC.4 | 4.5 | | | | SS / II.C / 9-12 / 7 / i | | |
| | SC.7 | 4.7 | | | | SS / II.D / 9-12 / 1 / c | | |
| | SC.8 | 4.8 | | | | SS / II.D / 9-12 / 1 / d | | |
| | SS.4 | | | | | SS / II.D / 9-12 / 1 / h | | |
| | | | | | | SS / II.D / 9-12 / 2 / c | | |
| | | | | | | SS / II.D / 9-12 / 2 / d | | |
| | | | | | | SS / II.D / 9-12 / 2 / h | | |
| | | | | | | SS / II.D / 9-12 / 4 / c | | |
| | | | | | | SS / II.D / 9-12 / 4 / d | | |
| | | | | | | SS / II.D / 9-12 / 4 / h | | |
| | | | | | | SS / II.D / 9-12 / 8 / c | | |
| | | | | | | SS / II.D / 9-12 / 8 / d | | |
| | | | | | | SS / II.D / 9-12 / 8 / h | | |
| | | | | | | SS / II.D / 9-12 / 9 / c | | |
| | | | | | | SS / II.D / 9-12 / 9 / d | | |
| | | | | | | SS / II.D / 9-12 / 9 / h | | |
| | | | | | | SS / II.E / 9-12 / 1 / c | | |
| | | | | | | SS / II.E / 9-12 / 1 / f | | |
| | | | | | | SS / II.E / 9-12 / 1 / g | | |
| | | | | | | SS / II.E / 9-12 / 1 / k | | |

KEY: ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | SS / II.E / 9-12 / 2 / c | | |
| | | | | | | SS / II.E / 9-12 / 2 / f | | |
| | | | | | | SS / II.E / 9-12 / 2 / g | | |
| | | | | | | SS / II.E / 9-12 / 2 / k | | |
| | | | | | | SS / II.E / 9-12 / 3 / c | | |
| | | | | | | SS / II.E / 9-12 / 3 / f | | |
| | | | | | | SS / II.E / 9-12 / 3 / g | | |
| | | | | | | SS / II.E / 9-12 / 3 / k | | |
| | | | | | | SS / II.E / 9-12 / 4 / c | | |
| | | | | | | SS / II.E / 9-12 / 4 / f | | |
| | | | | | | SS / II.E / 9-12 / 4 / g | | |
| | | | | | | SS / II.E / 9-12 / 4 / k | | |
| | | | | | | SS / II.E / 9-12 / 5 / c | | |
| | | | | | | SS / II.E / 9-12 / 5 / f | | |
| | | | | | | SS / II.E / 9-12 / 5 / g | | |
| | | | | | | SS / II.E / 9-12 / 5 / k | | |
| | | | | | | SS / II.E / 9-12 / 6 / c | | |
| | | | | | | SS / II.E / 9-12 / 6 / f | | |
| | | | | | | SS / II.E / 9-12 / 6 / g | | |
| | | | | | | SS / II.E / 9-12 / 6 / k | | |
| | | | | | | SS / III.A / 9-12 / 2 / b | | |
| | | | | | | SS / III.A / 9-12 / 2 / c | | |
| | | | | | | SS / III.A / 9-12 / 2 / h | | |
| | | | | | | SS / III.A / 9-12 / 2 / o | | |
| | | | | | | SS / III.A / 9-12 / 3 / c | | |
| | | | | | | SS / III.A / 9-12 / 3 / d | | |
| | | | | | | SS / III.A / 9-12 / 3 / i | | |
| | | | | | | SS / III.A / 9-12 / 4 / c | | |
| | | | | | | SS / III.A / 9-12 / 4 / d | | |
| | | | | | | SS / III.A / 9-12 / 4 / i | | |
| | | | | | | SS / III.A / 9-12 / 5 / c | | |
| | | | | | | SS / III.A / 9-12 / 5 / d | | |
| | | | | | | SS / III.A / 9-12 / 5 / i | | |
| | | | | | | SS / III.D / 9-12 / 1 / c | | |
| | | | | | | SS / III.D / 9-12 / 1 / g | | |

KEY: ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | SS / III.D / 9-12 / 1 / h | | |
| | | | | | | SS / III.D / 9-12 / 1 / l | | |
| | | | | | | SS / III.D / 9-12 / 2 / c | | |
| | | | | | | SS / III.D / 9-12 / 2 / g | | |
| | | | | | | SS / III.D / 9-12 / 2 / h | | |
| | | | | | | SS / III.D / 9-12 / 2 / l | | |
| | | | | | | SS / III.D / 9-12 / 3 / c | | |
| | | | | | | SS / III.D / 9-12 / 3 / g | | |
| | | | | | | SS / III.D / 9-12 / 3 / h | | |
| | | | | | | SS / III.D / 9-12 / 3 / l | | |
| | | | | | | SS / III.D / 9-12 / 4 / c | | |
| | | | | | | SS / III.D / 9-12 / 4 / g | | |
| | | | | | | SS / III.D / 9-12 / 4 / h | | |
| | | | | | | SS / III.D / 9-12 / 4 / l | | |
| | | | | | | SS / III.E / 9-12 / 4 / d | | |
| | | | | | | SS / III.E / 9-12 / 4 / j | | |
| | | | | | | SS / III.E / 9-12 / 4 / p | | |
| L.4 | CA.1 | 1.4 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |

KEY: ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.5 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.6 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |

KEY: ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.7 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |

**KEY:** ' = may use all 'to do' statements  # = same Frameworks as previous competency
98 = same Frameworks as previous competency  99 = 'to know' statements may not be applicable

# Culinary Arts

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.8 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.9 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.10 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |

**KEY:** ' = may use all "to do" statements  # = same Frameworks as previous competency
98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.11 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |

KEY: ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.12 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.13 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |

**KEY:** * = may use all "to do" statements
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99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.14 | CA.1 | 1.4 | MA / IL / 9-12 / 98 / # | CA / IL / 9-12 / 98 / # | SC / IA / 9-12 / 98 / # | SS / IA / 9-12 / 98 / # | HP / IA / 9-12 / 98 / # | FA / IA / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |

KEY: * = may use all "to do" statements — # = same Frameworks as previous competency
98 = same Frameworks as previous competency — 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.15 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |

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' = may use all "to do" statements
# = same Frameworks as previous competency
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99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.16 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.17 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |

KEY: ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.18 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |

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# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.19 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.20 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |

KEY: ' = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.21 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |

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Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.22 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |

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Competency Profile Date: 1994

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.23 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.24 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |

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# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.25 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.26 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.27 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.28 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |

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# Culinary Arts

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.29 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |

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' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L 30 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L 31 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |

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# = same Frameworks as previous competency
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# *Culinary Arts*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.32 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |

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98 = same Frameworks as previous competency
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99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| L.33 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / .A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.34 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |

| KEY: | |
|---|---|
| * = may use all "to do" statements | # = same Frameworks as previous competency |
| 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.35 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |

**KEY:**
' = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.36 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |

**KEY:**
' = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.4 | | | | | | | |
| L.37 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.38 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |

KEY:
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# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.39 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.40 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.41 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.42 | CA.1 | 1.4 | MA / L. / 9-12 / 98 / # | CA / L. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |

KEY: * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.43 | CA.1 | 1.4 | MA / I.L / 9-12 / 98 / # | CA / I.L / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.4 | | | | | | | |
| L.44 | CA.1 | 1.4 | MA / 1.L / 9-12 / 98 / # | CA / 1.L / 9-12 / 98 / # | SC / 1.A / 9-12 / 98 / # | SS / 1.A / 9-12 / 98 / # | HP / 1.A / 9-12 / 98 / # | FA / 1.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.45 | CA.1 | 1.4 | MA / 1.L / 9-12 / 98 / # | CA / 1.L / 9-12 / 98 / # | SC / 1.A / 9-12 / 98 / # | SS / 1.A / 9-12 / 98 / # | HP / 1.A / 9-12 / 98 / # | FA / 1.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |

| | | |
|---|---|---|
| **KEY:** | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.46 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.47 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.48 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

## Culinary Arts

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.49 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |

KEY: ' = may use all "to do" statements; # = same Frameworks as previous competency; 98 = same Frameworks as previous competency; 99 = "to know" statements may not be applicable

## Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.50 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |

KEY: * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.4 | | | | | | | |
| L.51 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| L.52 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |

**KEY:**
* = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| M.1 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / c | | | SS / II.A / 9-12 / 3 / c | HP / II.A / 9-12 / 1 / a | |
| | CA.3 | 1.5 | MA / I.. / 9-12 / 2 / c | | | SS / II.A / 9-12 / 3 / d | | |
| | CA.6 | 1.8 | MA / I.. / 9-12 / 3 / c | | | SS / II.A / 9-12 / 3 / i | | |
| | CA.7 | 1.10 | MA / I.. / 9-12 / 4 / c | | | SS / II.A / 9-12 / 4 / c | | |
| | HP.1 | 2.2 | MA / II.. / 9-12 / 1 / a | | | SS / II.A / 9-12 / 4 / d | | |
| | HP.2 | 2.3 | MA / II.. / 9-12 / 1 / c | | | SS / II.A / 9-12 / 4 / i | | |
| | HP.4 | 2.6 | MA / II.. / 9-12 / 1 / d | | | SS / II.A / 9-12 / 5 / c | | |
| | HP.6 | 2.7 | MA / II.. / 9-12 / 1 / e | | | SS / II.A / 9-12 / 5 / d | | |
| | HP.7 | 3.1 | MA / II.. / 9-12 / 1 / f | | | SS / II.A / 9-12 / 5 / i | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 1 / g | | | SS / II.B / 9-12 / 1 / c | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 1 / h | | | SS / II.B / 9-12 / 1 / h | | |
| | MA.3 | 3.4 | MA / II.. / 9-12 / 2 / a | | | SS / II.B / 9-12 / 1 / l | | |
| | MA.5 | 3.5 | MA / II.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 1 / m | | |
| | MA.6 | 3.6 | MA / II.. / 9-12 / 2 / d | | | SS / II.B / 9-12 / 1 / n | | |
| | SC.7 | 3.7 | MA / II.. / 9-12 / 2 / e | | | SS / II.B / 9-12 / 1 / o | | |
| | SC.8 | 3.8 | MA / II.. / 9-12 / 2 / f | | | SS / II.B / 9-12 / 2 / c | | |
| | SS.1 | 4.1 | MA / II.. / 9-12 / 2 / g | | | SS / II.B / 9-12 / 2 / h | | |
| | SS.2 | 4.3 | MA / II.. / 9-12 / 2 / h | | | SS / II.B / 9-12 / 2 / i | | |
| | SS.3 | 4.4 | MA / II.. / 9-12 / 3 / a | | | SS / II.B / 9-12 / 2 / m | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | SS.4 | 4.5 | MA / II.. / 9-12 / 3 / c |  |  | SS / II.B / 9-12 / 2 / n |  |  |
|  | SS.5 | 4.6 | MA / II.. / 9-12 / 3 / d |  |  | SS / II.B / 9-12 / 2 / o |  |  |
|  | SS.6 | 4.7 | MA / II.. / 9-12 / 3 / e |  |  | SS / II.B / 9-12 / 4 / c |  |  |
|  |  | 4.8 | MA / II.. / 9-12 / 3 / f |  |  | SS / II.B / 9-12 / 4 / h |  |  |
|  |  |  | MA / II.. / 9-12 / 3 / g |  |  | SS / II.B / 9-12 / 4 / l |  |  |
|  |  |  | MA / II.. / 9-12 / 3 / h |  |  | SS / II.B / 9-12 / 4 / m |  |  |
|  |  |  | MA / II.. / 9-12 / 4 / a |  |  | SS / II.B / 9-12 / 4 / n |  |  |
|  |  |  | MA / II.. / 9-12 / 4 / c |  |  | SS / II.B / 9-12 / 4 / o |  |  |
|  |  |  | MA / II.. / 9-12 / 4 / d |  |  | SS / II.C / 9-12 / 3 / i |  |  |
|  |  |  | MA / II.. / 9-12 / 4 / e |  |  | SS / II.C / 9-12 / 5 / i |  |  |
|  |  |  | MA / II.. / 9-12 / 4 / f |  |  | SS / II.C / 9-12 / 6 / i |  |  |
|  |  |  | MA / II.. / 9-12 / 4 / g |  |  | SS / II.C / 9-12 / 7 / i |  |  |
|  |  |  | MA / II.. / 9-12 / 4 / h |  |  | SS / II.D / 9-12 / 1 / c |  |  |
|  |  |  | MA / III.. / 9-12 / 1 / * |  |  | SS / II.D / 9-12 / 1 / d |  |  |
|  |  |  | MA / III.. / 9-12 / 2 / * |  |  | SS / II.D / 9-12 / 1 / h |  |  |
|  |  |  | MA / III.. / 9-12 / 3 / * |  |  | SS / II.D / 9-12 / 2 / c |  |  |
|  |  |  | MA / III.. / 9-12 / 4 / * |  |  | SS / II.D / 9-12 / 2 / d |  |  |
|  |  |  | MA / III.. / 9-12 / 5 / * |  |  | SS / II.D / 9-12 / 2 / h |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / a |  |  | SS / II.D / 9-12 / 4 / c |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / b |  |  | SS / II.D / 9-12 / 4 / d |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / c |  |  | SS / II.D / 9-12 / 4 / h |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / d |  |  | SS / II.D / 9-12 / 8 / c |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / a |  |  | SS / II.D / 9-12 / 8 / d |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / b |  |  | SS / II.D / 9-12 / 8 / h |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / c |  |  | SS / II.D / 9-12 / 9 / c |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / d |  |  | SS / II.D / 9-12 / 9 / d |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / a |  |  | SS / II.D / 9-12 / 9 / h |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / b |  |  | SS / II.E / 9-12 / 1 / c |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / c |  |  | SS / II.E / 9-12 / 1 / f |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / d |  |  | SS / II.E / 9-12 / 1 / g |  |  |
|  |  |  | MA / V.. / 9-12 / 1 / * |  |  | SS / II.E / 9-12 / 1 / k |  |  |
|  |  |  | MA / V.. / 9-12 / 2 / * |  |  | SS / II.E / 9-12 / 2 / c |  |  |
|  |  |  | MA / V.. / 9-12 / 3 / * |  |  | SS / II.E / 9-12 / 2 / f |  |  |
|  |  |  | MA / V.. / 9-12 / 4 / * |  |  | SS / II.E / 9-12 / 2 / g |  |  |
|  |  |  | MA / VI.. / 9-12 / 1 / b |  |  | SS / II.E / 9-12 / 2 / k |  |  |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
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# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 1 / i | | | SS / II.E / 9-12 / 3 / c | | |
| | | | MA / VI.. / 9-12 / 1 / j | | | SS / II.E / 9-12 / 3 / f | | |
| | | | MA / VII.. / 9-12 / 1 / a | | | SS / II.E / 9-12 / 3 / g | | |
| | | | MA / VII.. / 9-12 / 1 / h | | | SS / II.E / 9-12 / 3 / k | | |
| | | | MA / VII.. / 9-12 / 2 / a | | | SS / II.E / 9-12 / 4 / c | | |
| | | | MA / VII.. / 9-12 / 2 / h | | | SS / II.E / 9-12 / 4 / f | | |
| | | | MA / VII.. / 9-12 / 3 / a | | | SS / II.E / 9-12 / 4 / g | | |
| | | | MA / VII.. / 9-12 / 3 / h | | | SS / II.E / 9-12 / 4 / k | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | SS / II.E / 9-12 / 5 / c | | |
| | | | MA / VII.. / 9-12 / 4 / h | | | SS / II.E / 9-12 / 5 / f | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | SS / II.E / 9-12 / 5 / g | | |
| | | | MA / VII.. / 9-12 / 5 / h | | | SS / II.E / 9-12 / 5 / k | | |
| | | | MA / IX.. / 9-12 / 1 / * | | | SS / II.E / 9-12 / 6 / c | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | SS / II.E / 9-12 / 6 / f | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | SS / II.E / 9-12 / 6 / g | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | SS / II.E / 9-12 / 6 / k | | |
| | | | MA / X.. / 9-12 / 1 / a | | | SS / III.A / 9-12 / 2 / b | | |
| | | | MA / X.. / 9-12 / 1 / h | | | SS / III.A / 9-12 / 2 / c | | |
| | | | MA / X.. / 9-12 / 2 / a | | | SS / III.A / 9-12 / 2 / h | | |
| | | | MA / X.. / 9-12 / 2 / h | | | SS / III.A / 9-12 / 2 / o | | |
| | | | MA / X.. / 9-12 / 4 / a | | | SS / III.D / 9-12 / 1 / c | | |
| | | | MA / X.. / 9-12 / 4 / h | | | SS / III.D / 9-12 / 1 / g | | |
| | | | MA / X.. / 9-12 / 5 / a | | | SS / III.D / 9-12 / 1 / h | | |
| | | | MA / X.. / 9-12 / 5 / h | | | SS / III.D / 9-12 / 1 / l | | |
| | | | | | | SS / III.D / 9-12 / 2 / c | | |
| | | | | | | SS / III.D / 9-12 / 2 / g | | |
| | | | | | | SS / III.D / 9-12 / 2 / h | | |
| | | | | | | SS / III.D / 9-12 / 2 / l | | |
| | | | | | | SS / III.D / 9-12 / 3 / c | | |
| | | | | | | SS / III.D / 9-12 / 3 / g | | |
| | | | | | | SS / III.D / 9-12 / 3 / h | | |
| | | | | | | SS / III.D / 9-12 / 3 / l | | |
| | | | | | | SS / III.D / 9-12 / 4 / c | | |
| | | | | | | SS / III.D / 9-12 / 4 / g | | |
| | | | | | | SS / III.D / 9-12 / 4 / h | | |

**KEY:** * = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | SS / III.D / 9-12 / 4 / l | | |
| | | | | | | SS / III.E / 9-12 / 4 / d | | |
| | | | | | | SS / III.E / 9-12 / 4 / j | | |
| | | | | | | SS / III.E / 9-12 / 4 / p | | |
| M.2 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | | | SS / I.A / 9-12 / 98 / # | | |
| | CA.3 | 1.5 | | | | | | |
| | CA.6 | 1.8 | | | | | | |
| | CA.7 | 1.10 | | | | | | |
| | HP.1 | 2.2 | | | | | | |
| | HP.2 | 2.3 | | | | | | |
| | HP.4 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.7 | 3.7 | | | | | | |
| | SC.8 | 3.8 | | | | | | |
| | SS.1 | 4.1 | | | | | | |
| | SS.2 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| M.3 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 1 / ' | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 1 / a | | FA / IV.A / 9-12 / 3 / a |
| | CA.2 | 1.2 | MA / I.. / 9-12 / 2 / ' | CA / I.. / 9-12 / 2 / ' | SC / I.A / 9-12 / 2 / a | SS / I.A / 9-12 / 2 / a | | FA / IV.D / 9-12 / 5 / a |
| | CA.3 | 1.3 | MA / I.. / 9-12 / 3 / ' | CA / I.. / 9-12 / 3 / a | SC / I.A / 9-12 / 3 / a | SS / I.A / 9-12 / 3 / a | | |
| | CA.4 | 1.4 | MA / II.. / 9-12 / 1 / a | CA / II.. / 9-12 / 6 / a | SC / I.A / 9-12 / 4 / a | SS / I.A / 9-12 / 4 / a | | |
| | CA.5 | 1.5 | MA / II.. / 9-12 / 1 / b | | SC / I.B / 9-12 / 1 / a | SS / I.B / 9-12 / 1 / a | | |
| | CA.6 | 1.6 | MA / II.. / 9-12 / 1 / c | | SC / I.B / 9-12 / 2 / a | SS / I.B / 9-12 / 2 / a | | |
| | CA.7 | 1.7 | MA / II.. / 9-12 / 1 / d | | SC / I.B / 9-12 / 3 / a | SS / I.B / 9-12 / 3 / a | | |
| | FA.1 | 1.8 | MA / II.. / 9-12 / 1 / g | | SC / II.A / 9-12 / 1 / a | SS / II.A / 9-12 / 1 / a | | |

KEY: ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

# *Culinary Arts*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.2 | 1.9 | MA / II.. / 9-12 / 1 / h | | SC / II.A / 9-12 / 2 / a | SS / II.A / 9-12 / 2 / a | | |
| | FA.3 | 1.10 | MA / II.. / 9-12 / 2 / a | | SC / II.B / 9-12 / 1 / a | SS / II.B / 9-12 / 2 / a | | |
| | FA.4 | 2.1 | MA / II.. / 9-12 / 2 / b | | SC / II.B / 9-12 / 2 / a | SS / III.A / 9-12 / 3 / a | | |
| | FA.5 | 2.2 | MA / II.. / 9-12 / 2 / c | | SC / II.C / 9-12 / 1 / a | SS / III.A / 9-12 / 3 / c | | |
| | HP.1 | 2.3 | MA / II.. / 9-12 / 2 / d | | SC / VIII.A / 9-12 / 2 / a | SS / III.B / 9-12 / 3 / a | | |
| | HP.2 | 2.4 | MA / II.. / 9-12 / 2 / g | | | | | |
| | HP.3 | 2.5 | MA / II.. / 9-12 / 2 / h | | | | | |
| | HP.5 | 2.6 | MA / II.. / 9-12 / 4 / a | | | | | |
| | HP.6 | 2.7 | MA / II.. / 9-12 / 4 / b | | | | | |
| | HP.7 | 3.1 | MA / II.. / 9-12 / 4 / c | | | | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 4 / d | | | | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 4 / g | | | | | |
| | MA.3 | 3.4 | MA / II.. / 9-12 / 4 / h | | | | | |
| | MA.5 | 3.5 | MA / III.. / 9-12 / 1 / b | | | | | |
| | MA.6 | 3.6 | MA / III.. / 9-12 / 1 / c | | | | | |
| | SC.1 | 3.7 | MA / III.. / 9-12 / 1 / d | | | | | |
| | SC.2 | 3.8 | MA / III.. / 9-12 / 2 / c | | | | | |
| | SC.7 | 4.1 | MA / III.. / 9-12 / 2 / c | | | | | |
| | SC.8 | 4.3 | MA / III.. / 9-12 / 2 / d | | | | | |
| | SS.2 | 4.4 | MA / III.. / 9-12 / 4 / b | | | | | |
| | SS.3 | 4.5 | MA / III.. / 9-12 / 4 / c | | | | | |
| | SS.4 | 4.6 | MA / III.. / 9-12 / 4 / d | | | | | |
| | SS.5 | 4.7 | MA / III.. / 9-12 / 5 / b | | | | | |
| | SS.6 | 4.8 | MA / III.. / 9-12 / 5 / c | | | | | |
| | SS.7 | | MA / III.. / 9-12 / 5 / d | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |

**KEY:** ' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VII.. / 9-12 / 1 / * | | | | | |
| | | | MA / VII.. / 9-12 / 2 / * | | | | | |
| | | | MA / VII.. / 9-12 / 3 / * | | | | | |
| | | | MA / VII.. / 9-12 / 4 / * | | | | | |
| | | | MA / VII.. / 9-12 / 5 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / * | | | | | |
| M.4 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / c | | | SS / II.A / 9-12 / 3 / c | HP / II.A / 9-12 / 1 / a | |
| | CA.3 | 1.5 | MA / I.. / 9-12 / 2 / c | | | SS / II.A / 9-12 / 3 / d | | |
| | CA.6 | 1.8 | MA / I.. / 9-12 / 3 / c | | | SS / II.A / 9-12 / 3 / i | | |
| | CA.7 | 1.10 | MA / I.. / 9-12 / 4 / c | | | SS / II.A / 9-12 / 4 / c | | |
| | HP.1 | 2.2 | MA / II.. / 9-12 / 1 / a | | | SS / II.A / 9-12 / 4 / d | | |
| | HP.2 | 2.3 | MA / II.. / 9-12 / 1 / c | | | SS / II.A / 9-12 / 4 / i | | |
| | HP.4 | 2.6 | MA / II.. / 9-12 / 1 / d | | | SS / II.A / 9-12 / 5 / c | | |
| | HP.6 | 2.7 | MA / II.. / 9-12 / 1 / e | | | SS / II.A / 9-12 / 5 / d | | |
| | HP.7 | 3.1 | MA / II.. / 9-12 / 1 / f | | | SS / II.A / 9-12 / 5 / i | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 1 / g | | | SS / II.B / 9-12 / 1 / c | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 1 / h | | | SS / II.B / 9-12 / 1 / h | | |
| | MA.3 | 3.4 | MA / II.. / 9-12 / 2 / a | | | SS / II.B / 9-12 / 1 / i | | |
| | MA.5 | 3.5 | MA / II.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 1 / m | | |
| | MA.6 | 3.6 | MA / II.. / 9-12 / 2 / d | | | SS / II.B / 9-12 / 1 / n | | |
| | SC.7 | 3.7 | MA / II.. / 9-12 / 2 / e | | | SS / II.B / 9-12 / 1 / o | | |
| | SC.8 | 3.8 | MA / II.. / 9-12 / 2 / f | | | SS / II.B / 9-12 / 2 / c | | |
| | SS.1 | 4.1 | MA / II.. / 9-12 / 2 / g | | | SS / II.B / 9-12 / 2 / h | | |
| | SS.2 | 4.3 | MA / II.. / 9-12 / 2 / h | | | SS / II.B / 9-12 / 2 / i | | |
| | SS.3 | 4.4 | MA / II.. / 9-12 / 3 / a | | | SS / II.B / 9-12 / 2 / m | | |
| | SS.4 | 4.5 | MA / II.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 2 / n | | |
| | SS.5 | 4.6 | MA / II.. / 9-12 / 3 / d | | | SS / II.B / 9-12 / 2 / o | | |
| | SS.6 | 4.7 | MA / II.. / 9-12 / 3 / e | | | SS / II.B / 9-12 / 4 / c | | |
| | | 4.8 | MA / II.. / 9-12 / 3 / f | | | SS / II.B / 9-12 / 4 / h | | |
| | | | MA / II.. / 9-12 / 3 / g | | | SS / II.B / 9-12 / 4 / i | | |
| | | | MA / II.. / 9-12 / 3 / h | | | SS / II.B / 9-12 / 4 / m | | |
| | | | MA / II.. / 9-12 / 4 / a | | | SS / II.B / 9-12 / 4 / n | | |

**KEY:** * = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / II.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 4 / o | | |
| | | | MA / II.. / 9-12 / 4 / d | | | SS / II.C / 9-12 / 3 / i | | |
| | | | MA / II.. / 9-12 / 4 / e | | | SS / II.C / 9-12 / 5 / i | | |
| | | | MA / II.. / 9-12 / 4 / f | | | SS / II.C / 9-12 / 6 / i | | |
| | | | MA / II.. / 9-12 / 4 / g | | | SS / II.C / 9-12 / 7 / i | | |
| | | | MA / II.. / 9-12 / 4 / h | | | SS / II.D / 9-12 / 1 / c | | |
| | | | MA / III.. / 9-12 / 1 / * | | | SS / II.D / 9-12 / 1 / d | | |
| | | | MA / III.. / 9-12 / 2 / * | | | SS / II.D / 9-12 / 1 / h | | |
| | | | MA / III.. / 9-12 / 3 / * | | | SS / II.D / 9-12 / 2 / c | | |
| | | | MA / III.. / 9-12 / 4 / * | | | SS / II.D / 9-12 / 2 / d | | |
| | | | MA / III.. / 9-12 / 4 / * | | | SS / II.D / 9-12 / 2 / h | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | SS / II.D / 9-12 / 4 / c | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | SS / II.D / 9-12 / 4 / d | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | SS / II.D / 9-12 / 4 / h | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | SS / II.D / 9-12 / 4 / i | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | SS / II.D / 9-12 / 8 / c | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | SS / II.D / 9-12 / 8 / d | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | SS / II.D / 9-12 / 8 / h | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | SS / II.D / 9-12 / 9 / c | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | SS / II.D / 9-12 / 9 / d | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | SS / II.D / 9-12 / 9 / h | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | SS / II.E / 9-12 / 1 / c | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | SS / II.E / 9-12 / 1 / f | | |
| | | | MA / V.. / 9-12 / 1 / * | | | SS / II.E / 9-12 / 1 / g | | |
| | | | MA / V.. / 9-12 / 2 / * | | | SS / II.E / 9-12 / 1 / k | | |
| | | | MA / V.. / 9-12 / 3 / * | | | SS / II.E / 9-12 / 2 / c | | |
| | | | MA / V.. / 9-12 / 4 / * | | | SS / II.E / 9-12 / 2 / f | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | SS / II.E / 9-12 / 2 / g | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | SS / II.E / 9-12 / 2 / k | | |
| | | | MA / VI.. / 9-12 / 1 / j | | | SS / II.E / 9-12 / 3 / c | | |
| | | | MA / VII.. / 9-12 / 1 / a | | | SS / II.E / 9-12 / 3 / f | | |
| | | | MA / VII.. / 9-12 / 1 / h | | | SS / II.E / 9-12 / 3 / g | | |
| | | | MA / VII.. / 9-12 / 2 / a | | | SS / II.E / 9-12 / 3 / k | | |
| | | | MA / VII.. / 9-12 / 2 / h | | | SS / II.E / 9-12 / 4 / c | | |
| | | | MA / VII.. / 9-12 / 3 / a | | | SS / II.E / 9-12 / 4 / f | | |

| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VII.. / 9-12 / 3 / h | | | SS / II.E / 9-12 / 4 / g | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | SS / II.E / 9-12 / 4 / k | | |
| | | | MA / VII.. / 9-12 / 4 / h | | | SS / II.E / 9-12 / 5 / c | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | SS / II.E / 9-12 / 5 / f | | |
| | | | MA / VII.. / 9-12 / 5 / h | | | SS / II.E / 9-12 / 5 / g | | |
| | | | MA / IX.. / 9-12 / 1 / * | | | SS / II.E / 9-12 / 6 / c | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | SS / II.E / 9-12 / 6 / f | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | SS / II.E / 9-12 / 6 / g | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | SS / II.E / 9-12 / 6 / k | | |
| | | | MA / X.. / 9-12 / 1 / a | | | SS / III.A / 9-12 / 2 / b | | |
| | | | MA / X.. / 9-12 / 1 / h | | | SS / III.A / 9-12 / 2 / c | | |
| | | | MA / X.. / 9-12 / 2 / a | | | SS / III.A / 9-12 / 2 / h | | |
| | | | MA / X.. / 9-12 / 2 / h | | | SS / III.A / 9-12 / 2 / o | | |
| | | | MA / X.. / 9-12 / 4 / a | | | SS / III.D / 9-12 / 1 / c | | |
| | | | MA / X.. / 9-12 / 4 / h | | | SS / III.D / 9-12 / 1 / g | | |
| | | | MA / X.. / 9-12 / 5 / a | | | SS / III.D / 9-12 / 1 / h | | |
| | | | MA / X.. / 9-12 / 5 / h | | | SS / III.D / 9-12 / 1 / h | | |
| | | | | | | SS / III.D / 9-12 / 1 / l | | |
| | | | | | | SS / III.D / 9-12 / 2 / c | | |
| | | | | | | SS / III.D / 9-12 / 2 / g | | |
| | | | | | | SS / III.D / 9-12 / 2 / h | | |
| | | | | | | SS / III.D / 9-12 / 2 / l | | |
| | | | | | | SS / III.D / 9-12 / 3 / c | | |
| | | | | | | SS / III.D / 9-12 / 3 / g | | |
| | | | | | | SS / III.D / 9-12 / 3 / h | | |
| | | | | | | SS / III.D / 9-12 / 3 / l | | |
| | | | | | | SS / III.D / 9-12 / 4 / c | | |
| | | | | | | SS / III.D / 9-12 / 4 / g | | |
| | | | | | | SS / III.D / 9-12 / 4 / h | | |
| | | | | | | SS / III.E / 9-12 / 4 / d | | |
| | | | | | | SS / III.E / 9-12 / 4 / j | | |
| | | | | | | SS / III.E / 9-12 / 4 / p | | |
| M.5 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | | | SS / I.A / 9-12 / 98 / # | | |
| | CA.3 | 1.5 | | | | | | |
| | CA.6 | 1.8 | | | | | | |

## *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.7 | 1.10 | | | | | | |
| | HP.1 | 2.2 | | | | | | |
| | HP.2 | 2.3 | | | | | | |
| | HP.4 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.7 | 3.7 | | | | | | |
| | SC.8 | 3.8 | | | | | | |
| | SS.1 | 4.1 | | | | | | |
| | SS.2 | 4.3 | | | | | | |
| | SS.3 | 4.4 | | | | | | |
| | SS.4 | 4.5 | | | | | | |
| | SS.5 | 4.6 | | | | | | |
| | SS.6 | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| M.6 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / c | | | SS / II.A / 9-12 / 3 / c | HP / II.A / 9-12 / 1 / a | |
| | CA.3 | 1.5 | MA / I.. / 9-12 / 2 / c | | | SS / II.A / 9-12 / 3 / d | | |
| | CA.6 | 1.8 | MA / I.. / 9-12 / 3 / c | | | SS / II.A / 9-12 / 3 / i | | |
| | CA.7 | 1.10 | MA / I.. / 9-12 / 4 / c | | | SS / II.A / 9-12 / 4 / c | | |
| | HP.1 | 2.2 | MA / II.. / 9-12 / 1 / a | | | SS / II.A / 9-12 / 4 / d | | |
| | HP.2 | 2.3 | MA / II.. / 9-12 / 1 / c | | | SS / II.A / 9-12 / 4 / i | | |
| | HP.4 | 2.6 | MA / II.. / 9-12 / 1 / d | | | SS / II.A / 9-12 / 5 / c | | |
| | HP.6 | 2.7 | MA / II.. / 9-12 / 1 / e | | | SS / II.A / 9-12 / 5 / d | | |
| | HP.7 | 3.1 | MA / II.. / 9-12 / 1 / f | | | SS / II.A / 9-12 / 5 / i | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 1 / g | | | SS / II.B / 9-12 / 1 / c | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 1 / h | | | SS / II.B / 9-12 / 1 / h | | |
| | MA.3 | 3.4 | MA / II.. / 9-12 / 2 / a | | | SS / II.B / 9-12 / 1 / i | | |
| | MA.5 | 3.5 | MA / II.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 1 / m | | |
| | MA.6 | 3.6 | MA / II.. / 9-12 / 2 / d | | | SS / II.B / 9-12 / 1 / n | | |
| | SC.7 | 3.7 | MA / II.. / 9-12 / 2 / e | | | SS / II.B / 9-12 / 1 / o | | |

KEY: ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# Culinary Arts

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | 3.8 | MA / II.. / 9-12 / 2 / f | | | SS / II.B / 9-12 / 2 / c | | |
| | SS.1 | 4.1 | MA / II.. / 9-12 / 2 / g | | | SS / II.B / 9-12 / 2 / h | | |
| | SS.2 | 4.3 | MA / II.. / 9-12 / 2 / h | | | SS / II.B / 9-12 / 2 / i | | |
| | SS.3 | 4.4 | MA / II.. / 9-12 / 3 / a | | | SS / II.B / 9-12 / 2 / m | | |
| | SS.4 | 4.5 | MA / II.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 2 / n | | |
| | SS.5 | 4.6 | MA / II.. / 9-12 / 3 / d | | | SS / II.B / 9-12 / 2 / o | | |
| | SS.6 | 4.7 | MA / II.. / 9-12 / 3 / e | | | SS / II.B / 9-12 / 4 / c | | |
| | | 4.8 | MA / II.. / 9-12 / 3 / f | | | SS / II.B / 9-12 / 4 / h | | |
| | | | MA / II.. / 9-12 / 3 / g | | | SS / II.B / 9-12 / 4 / i | | |
| | | | MA / II.. / 9-12 / 3 / h | | | SS / II.B / 9-12 / 4 / m | | |
| | | | MA / II.. / 9-12 / 4 / a | | | SS / II.B / 9-12 / 4 / n | | |
| | | | MA / II.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 4 / o | | |
| | | | MA / II.. / 9-12 / 4 / d | | | SS / II.C / 9-12 / 3 / i | | |
| | | | MA / II.. / 9-12 / 4 / e | | | SS / II.C / 9-12 / 5 / i | | |
| | | | MA / II.. / 9-12 / 4 / f | | | SS / II.C / 9-12 / 6 / i | | |
| | | | MA / II.. / 9-12 / 4 / g | | | SS / II.C / 9-12 / 7 / i | | |
| | | | MA / II.. / 9-12 / 4 / h | | | SS / II.D / 9-12 / 1 / c | | |
| | | | MA / III.. / 9-12 / 1 / * | | | SS / II.D / 9-12 / 1 / d | | |
| | | | MA / III.. / 9-12 / 2 / * | | | SS / II.D / 9-12 / 1 / h | | |
| | | | MA / III.. / 9-12 / 3 / * | | | SS / II.D / 9-12 / 2 / c | | |
| | | | MA / III.. / 9-12 / 4 / * | | | SS / II.D / 9-12 / 2 / d | | |
| | | | MA / III.. / 9-12 / 5 / * | | | SS / II.D / 9-12 / 2 / h | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | SS / II.D / 9-12 / 4 / c | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | SS / II.D / 9-12 / 4 / d | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | SS / II.D / 9-12 / 4 / h | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | SS / II.D / 9-12 / 8 / c | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | SS / II.D / 9-12 / 8 / d | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | SS / II.D / 9-12 / 8 / h | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | SS / II.D / 9-12 / 9 / c | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | SS / II.D / 9-12 / 9 / d | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | SS / II.D / 9-12 / 9 / h | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | SS / II.E / 9-12 / 1 / c | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | SS / II.E / 9-12 / 1 / f | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | SS / II.E / 9-12 / 1 / g | | |
| | | | MA / V.. / 9-12 / 1 / * | | | SS / II.E / 9-12 / 1 / k | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 2 / ' | | | SS / II.E / 9-12 / 2 / c | | |
| | | | MA / V.. / 9-12 / 3 / ' | | | SS / II.E / 9-12 / 2 / f | | |
| | | | MA / V.. / 9-12 / 4 / ' | | | SS / II.E / 9-12 / 2 / g | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | SS / II.E / 9-12 / 2 / k | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | SS / II.E / 9-12 / 3 / c | | |
| | | | MA / VI.. / 9-12 / 1 / j | | | SS / II.E / 9-12 / 3 / f | | |
| | | | MA / VII.. / 9-12 / 1 / a | | | SS / II.E / 9-12 / 3 / g | | |
| | | | MA / VII.. / 9-12 / 1 / h | | | SS / II.E / 9-12 / 3 / k | | |
| | | | MA / VII.. / 9-12 / 2 / a | | | SS / II.E / 9-12 / 4 / c | | |
| | | | MA / VII.. / 9-12 / 2 / h | | | SS / II.E / 9-12 / 4 / f | | |
| | | | MA / VII.. / 9-12 / 3 / a | | | SS / II.E / 9-12 / 4 / g | | |
| | | | MA / VII.. / 9-12 / 3 / h | | | SS / II.E / 9-12 / 4 / k | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | SS / II.E / 9-12 / 5 / c | | |
| | | | MA / VII.. / 9-12 / 4 / h | | | SS / II.E / 9-12 / 5 / f | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | SS / II.E / 9-12 / 5 / g | | |
| | | | MA / VII.. / 9-12 / 5 / h | | | SS / II.E / 9-12 / 5 / k | | |
| | | | MA / IX.. / 9-12 / 1 / ' | | | SS / II.E / 9-12 / 6 / c | | |
| | | | MA / IX.. / 9-12 / 2 / ' | | | SS / II.E / 9-12 / 6 / f | | |
| | | | MA / IX.. / 9-12 / 3 / ' | | | SS / II.E / 9-12 / 6 / g | | |
| | | | MA / IX.. / 9-12 / 4 / ' | | | SS / II.E / 9-12 / 6 / k | | |
| | | | MA / X.. / 9-12 / 1 / a | | | SS / III.A / 9-12 / 2 / b | | |
| | | | MA / X.. / 9-12 / 1 / h | | | SS / III.A / 9-12 / 2 / c | | |
| | | | MA / X.. / 9-12 / 2 / a | | | SS / III.A / 9-12 / 2 / h | | |
| | | | MA / X.. / 9-12 / 2 / h | | | SS / III.A / 9-12 / 2 / o | | |
| | | | MA / X.. / 9-12 / 4 / a | | | SS / III.D / 9-12 / 1 / c | | |
| | | | MA / X.. / 9-12 / 4 / h | | | SS / III.D / 9-12 / 1 / g | | |
| | | | MA / X.. / 9-12 / 5 / a | | | SS / III.D / 9-12 / 1 / h | | |
| | | | MA / X.. / 9-12 / 5 / h | | | SS / III.D / 9-12 / 1 / i | | |
| | | | | | | SS / III.D / 9-12 / 2 / c | | |
| | | | | | | SS / III.D / 9-12 / 2 / g | | |
| | | | | | | SS / III.D / 9-12 / 2 / h | | |
| | | | | | | SS / III.D / 9-12 / 2 / i | | |
| | | | | | | SS / III.D / 9-12 / 3 / c | | |
| | | | | | | SS / III.D / 9-12 / 3 / g | | |
| | | | | | | SS / III.D / 9-12 / 3 / h | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | SS / III.D / 9-12 / 3 / l | | |
| | | | | | | SS / III.D / 9-12 / 4 / c | | |
| | | | | | | SS / III.D / 9-12 / 4 / g | | |
| | | | | | | SS / III.D / 9-12 / 4 / h | | |
| | | | | | | SS / III.D / 9-12 / 4 / l | | |
| | | | | | | SS / III.E / 9-12 / 4 / d | | |
| | | | | | | SS / III.E / 9-12 / 4 / j | | |
| | | | | | | SS / III.E / 9-12 / 4 / p | | |
| M.7 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / c | CA / I.. / 9-12 / 1 / c | SC / I.A / 9-12 / 1 / a | SS / II.A / 9-12 / 3 / c | HP / II.A / 9-12 / 1 / a | FA / IV.A / 9-12 / 2 / a |
| | CA.5 | 1.5 | MA / I.. / 9-12 / 2 / c | CA / I.. / 9-12 / 3 / b | SC / I.A / 9-12 / 3 / a | SS / II.A / 9-12 / 3 / d | HP / II.A / 9-12 / 3 / a | |
| | CA.6 | 1.6 | MA / I.. / 9-12 / 3 / c | | SC / I.A / 9-12 / 4 / a | SS / II.A / 9-12 / 3 / i | | |
| | FA.1 | 1.7 | MA / I.. / 9-12 / 4 / c | | SC / I.B / 9-12 / 1 / a | SS / II.A / 9-12 / 4 / c | | |
| | FA.2 | 1.8 | MA / II.. / 9-12 / 1 / a | | SC / II.A / 9-12 / 1 / a | SS / II.A / 9-12 / 4 / d | | |
| | FA.5 | 1.10 | MA / II.. / 9-12 / 1 / b | | SC / II.A / 9-12 / 2 / a | SS / II.A / 9-12 / 4 / i | | |
| | HP.1 | 2.1 | MA / II.. / 9-12 / 1 / c | | SC / II.B / 9-12 / 1 / a | SS / II.A / 9-12 / 5 / c | | |
| | HP.2 | 2.2 | MA / II.. / 9-12 / 1 / d | | SC / II.B / 9-12 / 2 / a | SS / II.A / 9-12 / 5 / d | | |
| | HP.3 | 2.3 | MA / II.. / 9-12 / 1 / e | | SC / II.C / 9-12 / 1 / a | SS / II.A / 9-12 / 5 / i | | |
| | HP.4 | 2.5 | MA / II.. / 9-12 / 1 / f | | SC / III.B / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / c | | |
| | HP.5 | 2.6 | MA / II.. / 9-12 / 1 / g | | SC / III.B / 9-12 / 2 / a | SS / II.B / 9-12 / 1 / h | | |
| | HP.6 | 2.7 | MA / II.. / 9-12 / 1 / h | | SC / III.B / 9-12 / 3 / a | SS / II.B / 9-12 / 1 / l | | |
| | HP.7 | 3.1 | MA / II.. / 9-12 / 2 / a | | SC / III.B / 9-12 / 4 / a | SS / II.B / 9-12 / 1 / m | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 2 / c | | SC / IV.B / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / n | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 2 / d | | SC / VI.B / 9-12 / 3 / a | SS / II.B / 9-12 / 1 / o | | |
| | MA.3 | 3.4 | MA / II.. / 9-12 / 2 / e | | SC / VII.A / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / o | | |
| | MA.5 | 3.5 | MA / II.. / 9-12 / 2 / f | | SC / VII.A / 9-12 / 2 / a | SS / II.B / 9-12 / 2 / c | | |
| | MA.6 | 3.6 | MA / II.. / 9-12 / 2 / g | | SC / VII.B / 9-12 / 3 / a | SS / II.B / 9-12 / 2 / h | | |
| | SC.1 | 3.7 | MA / II.. / 9-12 / 2 / h | | SC / VII.C / 9-12 / 2 / a | SS / II.B / 9-12 / 2 / l | | |
| | SC.2 | 3.8 | MA / II.. / 9-12 / 3 / a | | | SS / II.B / 9-12 / 2 / l | | |
| | SC.3 | 4.1 | MA / II.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 2 / m | | |
| | SC.4 | 4.5 | MA / II.. / 9-12 / 3 / d | | | SS / II.B / 9-12 / 2 / n | | |
| | SC.7 | 4.7 | MA / II.. / 9-12 / 3 / e | | | SS / II.B / 9-12 / 4 / c | | |
| | SC.8 | 4.8 | MA / II.. / 9-12 / 3 / f | | | SS / II.B / 9-12 / 4 / h | | |
| | SS.4 | | MA / II.. / 9-12 / 3 / g | | | SS / II.B / 9-12 / 4 / l | | |
| | | | MA / II.. / 9-12 / 3 / h | | | SS / II.B / 9-12 / 4 / m | | |
| | | | MA / II.. / 9-12 / 4 / a | | | SS / II.B / 9-12 / 4 / n | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / II.. / 9-12 / 4 / b | | | SS / II.B / 9-12 / 4 / o | | |
| | | | MA / II.. / 9-12 / 4 / c | | | SS / II.C / 9-12 / 3 / i | | |
| | | | MA / II.. / 9-12 / 4 / d | | | SS / II.C / 9-12 / 5 / i | | |
| | | | MA / II.. / 9-12 / 4 / e | | | SS / II.C / 9-12 / 6 / i | | |
| | | | MA / II.. / 9-12 / 4 / f | | | SS / II.C / 9-12 / 7 / i | | |
| | | | MA / II.. / 9-12 / 4 / g | | | SS / II.D / 9-12 / 1 / c | | |
| | | | MA / II.. / 9-12 / 4 / h | | | SS / II.D / 9-12 / 1 / c | | |
| | | | MA / III.. / 9-12 / 1 / * | | | SS / II.D / 9-12 / 1 / d | | |
| | | | MA / III.. / 9-12 / 2 / * | | | SS / II.D / 9-12 / 1 / f | | |
| | | | MA / III.. / 9-12 / 3 / * | | | SS / II.D / 9-12 / 1 / g | | |
| | | | MA / III.. / 9-12 / 4 / * | | | SS / II.D / 9-12 / 1 / h | | |
| | | | MA / III.. / 9-12 / 5 / * | | | SS / II.D / 9-12 / 1 / k | | |
| | | | MA / IV.. / 9-12 / 1 / * | | | SS / II.D / 9-12 / 2 / c | | |
| | | | MA / IV.. / 9-12 / 2 / * | | | SS / II.D / 9-12 / 2 / c | | |
| | | | MA / IV.. / 9-12 / 3 / * | | | SS / II.D / 9-12 / 2 / d | | |
| | | | MA / V.. / 9-12 / 1 / a | | | SS / II.D / 9-12 / 2 / f | | |
| | | | MA / V.. / 9-12 / 1 / b | | | SS / II.D / 9-12 / 2 / g | | |
| | | | MA / V.. / 9-12 / 1 / c | | | SS / II.D / 9-12 / 2 / h | | |
| | | | MA / V.. / 9-12 / 2 / a | | | SS / II.D / 9-12 / 2 / k | | |
| | | | MA / V.. / 9-12 / 2 / b | | | SS / II.D / 9-12 / 3 / c | | |
| | | | MA / V.. / 9-12 / 2 / c | | | SS / II.D / 9-12 / 3 / f | | |
| | | | MA / V.. / 9-12 / 3 / a | | | SS / II.D / 9-12 / 3 / g | | |
| | | | MA / V.. / 9-12 / 3 / b | | | SS / II.D / 9-12 / 3 / k | | |
| | | | MA / V.. / 9-12 / 3 / c | | | SS / II.D / 9-12 / 4 / c | | |
| | | | MA / V.. / 9-12 / 4 / a | | | SS / II.D / 9-12 / 4 / c | | |
| | | | MA / V.. / 9-12 / 4 / b | | | SS / II.D / 9-12 / 4 / d | | |
| | | | MA / V.. / 9-12 / 4 / c | | | SS / II.D / 9-12 / 4 / f | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | SS / II.D / 9-12 / 4 / g | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | SS / II.D / 9-12 / 4 / h | | |
| | | | MA / VI.. / 9-12 / 1 / j | | | SS / II.D / 9-12 / 4 / k | | |
| | | | MA / VII.. / 9-12 / 1 / a | | | SS / II.D / 9-12 / 8 / c | | |
| | | | MA / VII.. / 9-12 / 1 / h | | | SS / II.D / 9-12 / 8 / d | | |
| | | | MA / VII.. / 9-12 / 2 / a | | | SS / II.D / 9-12 / 8 / h | | |
| | | | MA / VII.. / 9-12 / 2 / h | | | SS / II.D / 9-12 / 9 / c | | |
| | | | MA / VII.. / 9-12 / 3 / a | | | SS / II.D / 9-12 / 9 / d | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VII.. / 9-12 / 3 / h | | | SS / II.D / 9-12 / 9 / h | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | SS / II.E / 9-12 / 5 / c | | |
| | | | MA / VII.. / 9-12 / 4 / h | | | SS / II.E / 9-12 / 5 / l | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | SS / II.E / 9-12 / 5 / g | | |
| | | | MA / VII.. / 9-12 / 5 / h | | | SS / II.E / 9-12 / 5 / k | | |
| | | | MA / IX.. / 9-12 / 1 / * | | | SS / II.E / 9-12 / 6 / c | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | SS / II.E / 9-12 / 6 / l | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | SS / II.E / 9-12 / 6 / g | | |
| | | | MA / IX.. / 9-12 / 2 / c | | | SS / II.E / 9-12 / 6 / k | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | SS / III.A / 9-12 / 2 / b | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | SS / III.A / 9-12 / 2 / c | | |
| | | | MA / X.. / 9-12 / 1 / a | | | SS / III.A / 9-12 / 2 / h | | |
| | | | MA / X.. / 9-12 / 1 / h | | | SS / III.A / 9-12 / 2 / o | | |
| | | | MA / X.. / 9-12 / 2 / a | | | SS / III.D / 9-12 / 1 / c | | |
| | | | MA / X.. / 9-12 / 2 / h | | | SS / III.D / 9-12 / 1 / g | | |
| | | | MA / X.. / 9-12 / 4 / a | | | SS / III.D / 9-12 / 2 / h | | |
| | | | MA / X.. / 9-12 / 4 / h | | | SS / III.D / 9-12 / 2 / l | | |
| | | | MA / X.. / 9-12 / 5 / a | | | SS / III.D / 9-12 / 3 / c | | |
| | | | MA / X.. / 9-12 / 5 / h | | | SS / III.D / 9-12 / 3 / g | | |
| | | | | | | SS / III.D / 9-12 / 3 / h | | |
| | | | | | | SS / III.D / 9-12 / 3 / l | | |
| | | | | | | SS / III.D / 9-12 / 4 / c | | |
| | | | | | | SS / III.D / 9-12 / 4 / g | | |
| | | | | | | SS / III.D / 9-12 / 4 / h | | |
| | | | | | | SS / III.D / 9-12 / 4 / l | | |
| | | | | | | SS / III.E / 9-12 / 4 / d | | |
| | | | | | | SS / III.E / 9-12 / 4 / j | | |
| | | | | | | SS / III.E / 9-12 / 4 / p | | |
| M.8 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / c | | | SS / II.A / 9-12 / 3 / d | HP / II.A / 9-12 / 1 / a | |
| | CA.3 | 1.5 | MA / I.. / 9-12 / 2 / c | | | SS / II.A / 9-12 / 3 / i | | |
| | CA.6 | 1.8 | MA / I.. / 9-12 / 3 / c | | | SS / II.A / 9-12 / 4 / c | | |
| | CA.7 | 1.10 | MA / I.. / 9-12 / 4 / c | | | SS / II.A / 9-12 / 4 / d | | |
| | HP.1 | 2.2 | MA / II.. / 9-12 / 1 / a | | | SS / II.A / 9-12 / 4 / l | | |
| | HP.2 | 2.3 | MA / II.. / 9-12 / 1 / c | | | SS / II.A / 9-12 / 5 / c | | |
| | HP.4 | 2.6 | MA / II.. / 9-12 / 1 / d | | | SS / II.A / 9-12 / 5 / d | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.6 | 2.7 | MA / II.. / 9-12 / 1 / e | | | SS / II.A / 9-12 / 5 / i | | |
| | HP.7 | 3.1 | MA / II.. / 9-12 / 1 / f | | | SS / II.B / 9-12 / 1 / c | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 1 / g | | | SS / II.B / 9-12 / 1 / h | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 1 / h | | | SS / II.B / 9-12 / 1 / i | | |
| | MA.3 | 3.4 | MA / II.. / 9-12 / 2 / a | | | SS / II.B / 9-12 / 1 / m | | |
| | MA.5 | 3.5 | MA / II.. / 9-12 / 2 / c | | | SS / II.B / 9-12 / 1 / n | | |
| | MA.6 | 3.6 | MA / II.. / 9-12 / 2 / d | | | SS / II.B / 9-12 / 1 / o | | |
| | SC.7 | 3.7 | MA / II.. / 9-12 / 2 / e | | | SS / II.B / 9-12 / 2 / c | | |
| | SC.8 | 3.8 | MA / II.. / 9-12 / 2 / f | | | SS / II.B / 9-12 / 2 / h | | |
| | SS.1 | 4.1 | MA / II.. / 9-12 / 2 / g | | | SS / II.B / 9-12 / 2 / i | | |
| | SS.2 | 4.3 | MA / II.. / 9-12 / 2 / h | | | SS / II.B / 9-12 / 2 / m | | |
| | SS.3 | 4.4 | MA / II.. / 9-12 / 3 / a | | | SS / II.B / 9-12 / 2 / n | | |
| | SS.4 | 4.5 | MA / II.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 2 / o | | |
| | SS.5 | 4.6 | MA / II.. / 9-12 / 3 / d | | | SS / II.B / 9-12 / 4 / c | | |
| | SS.6 | 4.7 | MA / II.. / 9-12 / 3 / e | | | SS / II.B / 9-12 / 4 / h | | |
| | | 4.8 | MA / II.. / 9-12 / 3 / f | | | SS / II.B / 9-12 / 4 / i | | |
| | | | MA / II.. / 9-12 / 3 / g | | | SS / II.B / 9-12 / 4 / m | | |
| | | | MA / II.. / 9-12 / 3 / h | | | SS / II.B / 9-12 / 4 / n | | |
| | | | MA / II.. / 9-12 / 4 / a | | | SS / II.B / 9-12 / 4 / o | | |
| | | | MA / II.. / 9-12 / 4 / c | | | SS / II.C / 9-12 / 3 / i | | |
| | | | MA / II.. / 9-12 / 4 / d | | | SS / II.C / 9-12 / 5 / i | | |
| | | | MA / II.. / 9-12 / 4 / e | | | SS / II.C / 9-12 / 6 / i | | |
| | | | MA / II.. / 9-12 / 4 / f | | | SS / II.C / 9-12 / 7 / i | | |
| | | | MA / II.. / 9-12 / 4 / g | | | SS / II.D / 9-12 / 1 / c | | |
| | | | MA / II.. / 9-12 / 4 / h | | | SS / II.D / 9-12 / 1 / d | | |
| | | | MA / III.. / 9-12 / 1 / * | | | SS / II.D / 9-12 / 1 / h | | |
| | | | MA / III.. / 9-12 / 2 / * | | | SS / II.D / 9-12 / 2 / c | | |
| | | | MA / III.. / 9-12 / 3 / * | | | SS / II.D / 9-12 / 2 / d | | |
| | | | MA / III.. / 9-12 / 4 / * | | | SS / II.D / 9-12 / 2 / h | | |
| | | | MA / III.. / 9-12 / 5 / * | | | SS / II.D / 9-12 / 4 / c | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | SS / II.D / 9-12 / 4 / d | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | SS / II.D / 9-12 / 4 / h | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | SS / II.D / 9-12 / 8 / c | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | SS / II.D / 9-12 / 8 / d | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | SS / II.D / 9-12 / 8 / h | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 2 / b | | | SS / II.D / 9-12 / 9 / c | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | SS / II.D / 9-12 / 9 / d | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | SS / II.D / 9-12 / 9 / h | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | SS / II.E / 9-12 / 1 / c | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | SS / II.E / 9-12 / 1 / f | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | SS / II.E / 9-12 / 1 / g | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | SS / II.E / 9-12 / 1 / k | | |
| | | | MA / V.. / 9-12 / 1 / * | | | SS / II.E / 9-12 / 2 / c | | |
| | | | MA / V.. / 9-12 / 2 / * | | | SS / II.E / 9-12 / 2 / g | | |
| | | | MA / V.. / 9-12 / 3 / * | | | SS / II.E / 9-12 / 2 / k | | |
| | | | MA / V.. / 9-12 / 4 / * | | | SS / II.E / 9-12 / 3 / c | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | SS / II.E / 9-12 / 3 / f | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | SS / II.E / 9-12 / 3 / g | | |
| | | | MA / VI.. / 9-12 / 1 / j | | | SS / II.E / 9-12 / 3 / k | | |
| | | | MA / VII.. / 9-12 / 1 / a | | | SS / II.E / 9-12 / 4 / c | | |
| | | | MA / VII.. / 9-12 / 1 / h | | | SS / II.E / 9-12 / 4 / f | | |
| | | | MA / VII.. / 9-12 / 2 / a | | | SS / II.E / 9-12 / 4 / g | | |
| | | | MA / VII.. / 9-12 / 2 / h | | | SS / II.E / 9-12 / 4 / k | | |
| | | | MA / VII.. / 9-12 / 3 / a | | | SS / II.E / 9-12 / 5 / c | | |
| | | | MA / VII.. / 9-12 / 3 / h | | | SS / II.E / 9-12 / 5 / f | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | SS / II.E / 9-12 / 5 / g | | |
| | | | MA / VII.. / 9-12 / 4 / h | | | SS / II.E / 9-12 / 5 / k | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | SS / II.E / 9-12 / 6 / c | | |
| | | | MA / VII.. / 9-12 / 5 / h | | | SS / II.E / 9-12 / 6 / f | | |
| | | | MA / IX.. / 9-12 / 1 / * | | | SS / II.E / 9-12 / 6 / g | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | SS / II.E / 9-12 / 6 / k | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | SS / III.A / 9-12 / 2 / b | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | SS / III.A / 9-12 / 2 / c | | |
| | | | MA / X.. / 9-12 / 1 / a | | | SS / III.A / 9-12 / 2 / o | | |
| | | | MA / X.. / 9-12 / 1 / h | | | SS / III.A / 9-12 / 3 / c | | |
| | | | MA / X.. / 9-12 / 2 / a | | | SS / III.D / 9-12 / 1 / c | | |
| | | | MA / X.. / 9-12 / 2 / h | | | SS / III.D / 9-12 / 1 / g | | |
| | | | MA / X.. / 9-12 / 4 / a | | | SS / III.D / 9-12 / 1 / h | | |
| | | | MA / X.. / 9-12 / 4 / h | | | SS / III.D / 9-12 / 1 / l | | |
| | | | MA / X.. / 9-12 / 5 / a | | | SS / III.D / 9-12 / 2 / c | | |

**KEY:**
* = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / X.. / 9-12 / 5 / h | | | SS / III.D / 9-12 / 2 / g | | |
| | | | | | | SS / III.D / 9-12 / 2 / h | | |
| | | | | | | SS / III.D / 9-12 / 2 / i | | |
| | | | | | | SS / III.D / 9-12 / 3 / c | | |
| | | | | | | SS / III.D / 9-12 / 3 / g | | |
| | | | | | | SS / III.D / 9-12 / 3 / h | | |
| | | | | | | SS / III.D / 9-12 / 3 / i | | |
| | | | | | | SS / III.D / 9-12 / 4 / c | | |
| | | | | | | SS / III.D / 9-12 / 4 / g | | |
| | | | | | | SS / III.D / 9-12 / 4 / h | | |
| | | | | | | SS / III.D / 9-12 / 4 / i | | |
| | | | | | | SS / III.E / 9-12 / 4 / d | | |
| | | | | | | SS / III.E / 9-12 / 4 / j | | |
| | | | | | | SS / III.E / 9-12 / 4 / p | | |
| M 9 | CA 1 | 1.4 | MA / I.. / 9-12 / 98 / # | | | SS / I A / 9-12 / 98 / # | | |
| | CA 3 | 1.5 | | | | | | |
| | CA 6 | 1.8 | | | | | | |
| | CA 7 | 1.10 | | | | | | |
| | HP 1 | 2.2 | | | | | | |
| | HP 2 | 2.3 | | | | | | |
| | HP 4 | 2.6 | | | | | | |
| | HP 6 | 2.7 | | | | | | |
| | HP 7 | 3.1 | | | | | | |
| | MA 1 | 3.2 | | | | | | |
| | MA 2 | 3.3 | | | | | | |
| | MA 3 | 3.4 | | | | | | |
| | MA 5 | 3.5 | | | | | | |
| | MA 6 | 3.6 | | | | | | |
| | SC 7 | 3.7 | | | | | | |
| | SC 8 | 3.8 | | | | | | |
| | SS 1 | 4.1 | | | | | | |
| | SS 2 | 4.3 | | | | | | |
| | SS 3 | 4.4 | | | | | | |
| | SS 4 | 4.5 | | | | | | |
| | SS 5 | 4.6 | | | | | | |

KEY: ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.6 | 4.7 | | | | | | |
| | | 4.8 | | | | | | |
| M.10 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / c | CA / I.. / 9-12 / 1 / c | SC / I.A / 9-12 / 1 / a | SS / II.A / 9-12 / 3 / c | HP / II.A / 9-12 / 1 / a | FA / IV.A / 9-12 / 2 / a |
| | CA.5 | 1.5 | MA / I.. / 9-12 / 2 / c | CA / I.. / 9-12 / 3 / b | SC / I.A / 9-12 / 3 / a | SS / II.A / 9-12 / 3 / d | HP / II.A / 9-12 / 3 / a | |
| | CA.6 | 1.6 | MA / I.. / 9-12 / 3 / c | | SC / I.A / 9-12 / 4 / a | SS / II.A / 9-12 / 3 / i | | |
| | FA.1 | 1.7 | MA / I.. / 9-12 / 4 / c | | SC / I.B / 9-12 / 1 / a | SS / II.A / 9-12 / 4 / c | | |
| | FA.2 | 1.8 | MA / II.. / 9-12 / 1 / a | | SC / II.A / 9-12 / 1 / a | SS / II.A / 9-12 / 4 / d | | |
| | FA.5 | 1.10 | MA / II.. / 9-12 / 1 / c | | SC / II.A / 9-12 / 2 / a | SS / II.A / 9-12 / 4 / i | | |
| | HP.1 | 2.1 | MA / II.. / 9-12 / 1 / d | | SC / II.B / 9-12 / 1 / a | SS / II.A / 9-12 / 5 / c | | |
| | HP.2 | 2.2 | MA / II.. / 9-12 / 1 / e | | SC / II.B / 9-12 / 2 / a | SS / II.A / 9-12 / 5 / d | | |
| | HP.3 | 2.3 | MA / II.. / 9-12 / 1 / f | | SC / II.C / 9-12 / 1 / a | SS / II.A / 9-12 / 5 / i | | |
| | HP.4 | 2.5 | MA / II.. / 9-12 / 1 / g | | SC / III.B / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / c | | |
| | HP.5 | 2.6 | MA / II.. / 9-12 / 1 / h | | SC / III.B / 9-12 / 2 / a | SS / II.B / 9-12 / 1 / h | | |
| | HP.6 | 2.7 | MA / II.. / 9-12 / 2 / a | | SC / III.B / 9-12 / 3 / a | SS / II.B / 9-12 / 1 / l | | |
| | HP.7 | 3.1 | MA / II.. / 9-12 / 2 / c | | SC / III.B / 9-12 / 4 / a | SS / II.B / 9-12 / 1 / m | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 2 / d | | SC / IV.B / 9-12 / 1 / a | SS / II.B / 9-12 / 1 / n | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 2 / e | | SC / VI.B / 9-12 / 3 / a | SS / II.B / 9-12 / 1 / o | | |
| | MA.3 | 3.4 | MA / II.. / 9-12 / 2 / f | | SC / VII.A / 9-12 / 1 / a | SS / II.B / 9-12 / 2 / c | | |
| | MA.5 | 3.5 | MA / II.. / 9-12 / 2 / g | | SC / VII.A / 9-12 / 2 / a | SS / II.B / 9-12 / 2 / h | | |
| | MA.6 | 3.6 | MA / II.. / 9-12 / 2 / h | | SC / VII.B / 9-12 / 3 / a | SS / II.B / 9-12 / 2 / l | | |
| | SC.1 | 3.7 | MA / II.. / 9-12 / 3 / a | | SC / VII.C / 9-12 / 2 / a | SS / II.B / 9-12 / 2 / m | | |
| | SC.2 | 3.8 | MA / II.. / 9-12 / 3 / c | | | SS / II.B / 9-12 / 2 / n | | |
| | SC.3 | 4.1 | MA / II.. / 9-12 / 3 / d | | | SS / II.B / 9-12 / 2 / o | | |
| | SC.4 | 4.5 | MA / II.. / 9-12 / 3 / e | | | SS / II.B / 9-12 / 4 / c | | |
| | SC.7 | 4.7 | MA / II.. / 9-12 / 3 / f | | | SS / II.B / 9-12 / 4 / h | | |
| | SC.8 | 4.8 | MA / II.. / 9-12 / 3 / g | | | SS / II.B / 9-12 / 4 / l | | |
| | SS.4 | | MA / II.. / 9-12 / 3 / h | | | SS / II.B / 9-12 / 4 / m | | |
| | | | MA / II.. / 9-12 / 4 / a | | | SS / II.B / 9-12 / 4 / n | | |
| | | | MA / II.. / 9-12 / 4 / c | | | SS / II.B / 9-12 / 4 / o | | |
| | | | MA / II.. / 9-12 / 4 / d | | | SS / II.C / 9-12 / 3 / i | | |
| | | | MA / II.. / 9-12 / 4 / e | | | SS / II.C / 9-12 / 5 / i | | |
| | | | MA / II.. / 9-12 / 4 / f | | | SS / II.C / 9-12 / 6 / i | | |
| | | | MA / II.. / 9-12 / 4 / g | | | SS / II.C / 9-12 / 7 / i | | |
| | | | MA / II.. / 9-12 / 4 / h | | | SS / II.D / 9-12 / 1 / c | | |
| | | | MA / III.. / 9-12 / 1 / a | | | SS / II.D / 9-12 / 1 / d | | |

**KEY:**
' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / III.. / 9-12 / 1 / b | | | SS / II.D / 9-12 / 1 / h | | |
| | | | MA / III.. / 9-12 / 1 / c | | | SS / II.D / 9-12 / 2 / c | | |
| | | | MA / III.. / 9-12 / 1 / d | | | SS / II.D / 9-12 / 2 / d | | |
| | | | MA / III.. / 9-12 / 2 / a | | | SS / II.D / 9-12 / 2 / h | | |
| | | | MA / III.. / 9-12 / 2 / b | | | SS / II.D / 9-12 / 4 / c | | |
| | | | MA / III.. / 9-12 / 2 / c | | | SS / II.D / 9-12 / 4 / d | | |
| | | | MA / III.. / 9-12 / 2 / d | | | SS / II.D / 9-12 / 4 / h | | |
| | | | MA / III.. / 9-12 / 3 / * | | | SS / II.D / 9-12 / 8 / c | | |
| | | | MA / III.. / 9-12 / 4 / a | | | SS / II.D / 9-12 / 8 / d | | |
| | | | MA / III.. / 9-12 / 4 / b | | | SS / II.D / 9-12 / 8 / h | | |
| | | | MA / III.. / 9-12 / 4 / c | | | SS / II.D / 9-12 / 9 / c | | |
| | | | MA / III.. / 9-12 / 4 / d | | | SS / II.D / 9-12 / 9 / d | | |
| | | | MA / III.. / 9-12 / 5 / a | | | SS / II.D / 9-12 / 9 / h | | |
| | | | MA / III.. / 9-12 / 5 / b | | | SS / II.E / 9-12 / 1 / c | | |
| | | | MA / III.. / 9-12 / 5 / c | | | SS / II.E / 9-12 / 1 / f | | |
| | | | MA / III.. / 9-12 / 5 / d | | | SS / II.E / 9-12 / 1 / g | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | SS / II.E / 9-12 / 1 / k | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | SS / II.E / 9-12 / 2 / c | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | SS / II.E / 9-12 / 2 / f | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | SS / II.E / 9-12 / 2 / g | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | SS / II.E / 9-12 / 2 / k | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | SS / II.E / 9-12 / 3 / c | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | SS / II.E / 9-12 / 3 / f | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | SS / II.E / 9-12 / 3 / g | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | SS / II.E / 9-12 / 3 / k | | |
| | | | MA / V.. / 9-12 / 1 / a | | | SS / II.E / 9-12 / 4 / c | | |
| | | | MA / V.. / 9-12 / 1 / b | | | SS / II.E / 9-12 / 4 / f | | |
| | | | MA / V.. / 9-12 / 1 / c | | | SS / II.E / 9-12 / 4 / g | | |
| | | | MA / V.. / 9-12 / 2 / a | | | SS / II.E / 9-12 / 4 / k | | |
| | | | MA / V.. / 9-12 / 2 / b | | | SS / II.E / 9-12 / 5 / c | | |
| | | | MA / V.. / 9-12 / 2 / c | | | SS / II.E / 9-12 / 5 / f | | |
| | | | MA / V.. / 9-12 / 3 / a | | | SS / II.E / 9-12 / 5 / g | | |
| | | | MA / V.. / 9-12 / 3 / b | | | SS / II.E / 9-12 / 5 / k | | |
| | | | MA / V.. / 9-12 / 3 / c | | | SS / II.E / 9-12 / 6 / c | | |
| | | | MA / V.. / 9-12 / 4 / a | | | SS / II.E / 9-12 / 6 / f | | |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 4 / b | | | SS / II.E / 9-12 / 6 / g | | |
| | | | MA / V.. / 9-12 / 4 / c | | | SS / II.E / 9-12 / 6 / k | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | SS / III.A / 9-12 / 2 / b | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | SS / III.A / 9-12 / 2 / c | | |
| | | | MA / VI.. / 9-12 / 1 / j | | | SS / III.A / 9-12 / 2 / h | | |
| | | | MA / VII.. / 9-12 / 1 / a | | | SS / III.A / 9-12 / 2 / o | | |
| | | | MA / VII.. / 9-12 / 1 / h | | | SS / III.D / 9-12 / 1 / c | | |
| | | | MA / VII.. / 9-12 / 2 / a | | | SS / III.D / 9-12 / 1 / g | | |
| | | | MA / VII.. / 9-12 / 2 / h | | | SS / III.D / 9-12 / 1 / h | | |
| | | | MA / VII.. / 9-12 / 3 / a | | | SS / III.D / 9-12 / 1 / l | | |
| | | | MA / VII.. / 9-12 / 3 / h | | | SS / III.D / 9-12 / 2 / c | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | SS / III.D / 9-12 / 2 / g | | |
| | | | MA / VII.. / 9-12 / 4 / h | | | SS / III.D / 9-12 / 2 / h | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | SS / III.D / 9-12 / 2 / l | | |
| | | | MA / VII.. / 9-12 / 5 / h | | | SS / III.D / 9-12 / 3 / c | | |
| | | | MA / IX.. / 9-12 / 1 / * | | | SS / III.D / 9-12 / 3 / g | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | SS / III.D / 9-12 / 3 / h | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | SS / III.D / 9-12 / 3 / l | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | SS / III.D / 9-12 / 4 / c | | |
| | | | MA / X.. / 9-12 / 1 / a | | | SS / III.D / 9-12 / 4 / g | | |
| | | | MA / X.. / 9-12 / 1 / h | | | SS / III.D / 9-12 / 4 / h | | |
| | | | MA / X.. / 9-12 / 2 / a | | | SS / III.D / 9-12 / 4 / l | | |
| | | | MA / X.. / 9-12 / 2 / h | | | SS / III.E / 9-12 / 4 / d | | |
| | | | MA / X.. / 9-12 / 4 / a | | | SS / III.E / 9-12 / 4 / j | | |
| | | | MA / X.. / 9-12 / 4 / h | | | SS / III.E / 9-12 / 4 / p | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / h | | | | | |
| M.11 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 2 / a |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| M.12 | CA.1 | 1.4 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 2 / a |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |

**KEY:**
* = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| N.1 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / * | SC / I.A / 9-12 / 1 / a | | | FA / IV.A / 9-12 / 3 / a |
| | CA.2 | 1.2 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 2 / * | SC / I.A / 9-12 / 2 / a | | | FA / IV.D / 9-12 / 5 / a |
| | CA.3 | 1.3 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 3 / a | SC / I.A / 9-12 / 3 / a | | | |
| | CA.4 | 1.4 | MA / II.. / 9-12 / 1 / a | CA / II.. / 9-12 / 6 / a | SC / I.A / 9-12 / 4 / a | | | |
| | CA.5 | 1.5 | MA / II.. / 9-12 / 1 / b | | SC / I.B / 9-12 / 1 / a | | | |
| | CA.6 | 1.6 | MA / II.. / 9-12 / 1 / c | | SC / I.B / 9-12 / 2 / a | | | |
| | CA.7 | 1.7 | MA / II.. / 9-12 / 1 / d | | SC / I.B / 9-12 / 3 / a | | | |
| | FA.1 | 1.8 | MA / II.. / 9-12 / 1 / g | | SC / II.A / 9-12 / 1 / a | | | |
| | FA.2 | 1.9 | MA / II.. / 9-12 / 1 / h | | SC / II.A / 9-12 / 2 / a | | | |
| | FA.3 | 1.10 | MA / II.. / 9-12 / 2 / a | | SC / II.B / 9-12 / 1 / a | | | |
| | FA.4 | 2.1 | MA / II.. / 9-12 / 2 / b | | SC / II.B / 9-12 / 2 / a | | | |
| | FA.5 | 2.2 | MA / II.. / 9-12 / 2 / c | | SC / II.C / 9-12 / 1 / a | | | |
| | HP.1 | 2.3 | MA / II.. / 9-12 / 2 / d | | SC / VIII.A / 9-12 / 2 / a | | | |
| | HP.2 | 2.4 | MA / II.. / 9-12 / 2 / g | | | | | |
| | HP.3 | 2.5 | MA / II.. / 9-12 / 2 / h | | | | | |
| | HP.5 | 2.6 | MA / II.. / 9-12 / 4 / a | | | | | |
| | HP.6 | 2.7 | MA / II.. / 9-12 / 4 / b | | | | | |
| | HP.7 | 3.1 | MA / II.. / 9-12 / 4 / c* | | | | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 4 / d | | | | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 4 / g | | | | | |
| | MA.3 | 3.4 | MA / II.. / 9-12 / 4 / h | | | | | |
| | MA.5 | 3.5 | MA / III.. / 9-12 / 1 / b | | | | | |
| | MA.6 | 3.6 | MA / III.. / 9-12 / 1 / c | | | | | |
| | SC.1 | 3.7 | MA / III.. / 9-12 / 1 / d | | | | | |
| | SC.2 | 3.8 | MA / III.. / 9-12 / 2 / b | | | | | |
| | SC.7 | 4.1 | MA / III.. / 9-12 / 2 / c | | | | | |
| | SC.8 | 4.3 | MA / III.. / 9-12 / 2 / d | | | | | |
| | SS.2 | 4.4 | MA / III.. / 9-12 / 4 / b | | | | | |

**KEY:** * = may use all "to do" statements  # = same Frameworks as previous competency
98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SS.3 | 4.5 | MA / III.. / 9-12 / 4 / c | | | | | |
| | SS.4 | 4.6 | MA / III.. / 9-12 / 4 / d | | | | | |
| | SS.5 | 4.7 | MA / III.. / 9-12 / 5 / b | | | | | |
| | SS.6 | 4.8 | MA / III.. / 9-12 / 5 / c | | | | | |
| | SS.7 | | MA / III.. / 9-12 / 5 / d | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VII.. / 9-12 / 1 / ' | | | | | |
| | | | MA / VII.. / 9-12 / 2 / ' | | | | | |
| | | | MA / VII.. / 9-12 / 3 / ' | | | | | |
| | | | MA / VII.. / 9-12 / 4 / ' | | | | | |
| | | | MA / VII.. / 9-12 / 5 / ' | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / ' | | | | | |
| N.2 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / c | CA / I.. / 9-12 / 1 / c | SC / I.A / 9-12 / 1 / a | | HP / II.A / 9-12 / 1 / a | FA / IV.A / 9-12 / 2 / a |
| | CA.5 | 1.5 | MA / I.. / 9-12 / 2 / c | CA / I.. / 9-12 / 3 / b | SC / I.A / 9-12 / 3 / a | | HP / II.A / 9-12 / 3 / a | |
| | CA.6 | 1.6 | MA / I.. / 9-12 / 3 / c | | SC / I.A / 9-12 / 4 / a | | | |
| | FA.1 | 1.7 | MA / I.. / 9-12 / 4 / c | | SC / I.B / 9-12 / 1 / a | | | |
| | FA.2 | 1.8 | MA / II.. / 9-12 / 1 / a | | SC / II.A / 9-12 / 1 / a | | | |
| | FA.5 | 1.10 | MA / II.. / 9-12 / 1 / c | | SC / II.A / 9-12 / 2 / a | | | |
| | HP.1 | 2.1 | MA / II.. / 9-12 / 1 / d | | SC / II.B / 9-12 / 1 / a | | | |
| | HP.2 | 2.2 | MA / II.. / 9-12 / 1 / e | | SC / II.B / 9-12 / 2 / a | | | |
| | HP.3 | 2.3 | MA / II.. / 9-12 / 1 / f | | SC / II.C / 9-12 / 1 / a | | | |
| | HP.4 | 2.5 | MA / II.. / 9-12 / 1 / g | | SC / III.B / 9-12 / 1 / a | | | |
| | HP.5 | 2.6 | MA / II.. / 9-12 / 1 / h | | SC / III.B / 9-12 / 2 / a | | | |

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98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.6 | 2.7 | MA / II.. / 9-12 / 2 / a | | SC / III.B / 9-12 / 3 / a | | | |
| | HP.7 | 3.1 | MA / II.. / 9-12 / 2 / c | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 3.2 | MA / II.. / 9-12 / 2 / d | | SC / IV.B / 9-12 / 1 / a | | | |
| | MA.2 | 3.3 | MA / II.. / 9-12 / 2 / e | | SC / VI.B / 9-12 / 3 / a | | | |
| | MA.3 | 3.4 | MA / II.. / 9-12 / 2 / f | | SC / VII.A / 9-12 / 1 / a | | | |
| | MA.5 | 3.5 | MA / II.. / 9-12 / 2 / g | | SC / VII.A / 9-12 / 2 / a | | | |
| | MA.6 | 3.6 | MA / II.. / 9-12 / 2 / h | | SC / VII.B / 9-12 / 3 / a | | | |
| | SC.1 | 3.7 | MA / II.. / 9-12 / 3 / a | | SC / VII.C / 9-12 / 2 / a | | | |
| | SC.2 | 3.8 | MA / II.. / 9-12 / 3 / d | | | | | |
| | SC.3 | 4.1 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.4 | 4.5 | MA / II.. / 9-12 / 3 / f | | | | | |
| | SC.7 | 4.7 | MA / II.. / 9-12 / 3 / g | | | | | |
| | SC.8 | 4.8 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SS.4 | | MA / II.. / 9-12 / 4 / a | | | | | |
| | | | MA / II.. / 9-12 / 4 / c | | | | | |
| | | | MA / II.. / 9-12 / 4 / d | | | | | |
| | | | MA / II.. / 9-12 / 4 / e | | | | | |
| | | | MA / II.. / 9-12 / 4 / f | | | | | |
| | | | MA / II.. / 9-12 / 4 / g | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / a | | | | | |
| | | | MA / III.. / 9-12 / 1 / b | | | | | |
| | | | MA / III.. / 9-12 / 1 / c | | | | | |
| | | | MA / III.. / 9-12 / 1 / d | | | | | |
| | | | MA / III.. / 9-12 / 2 / a | | | | | |
| | | | MA / III.. / 9-12 / 2 / b | | | | | |
| | | | MA / III.. / 9-12 / 2 / c | | | | | |
| | | | MA / III.. / 9-12 / 2 / d | | | | | |
| | | | MA / III.. / 9-12 / 3 / * | | | | | |
| | | | MA / III.. / 9-12 / 4 / a | | | | | |
| | | | MA / III.. / 9-12 / 4 / b | | | | | |
| | | | MA / III.. / 9-12 / 4 / c | | | | | |
| | | | MA / III.. / 9-12 / 4 / d | | | | | |
| | | | MA / III.. / 9-12 / 5 / a | | | | | |
| | | | MA / III.. / 9-12 / 5 / b | | | | | |

**KEY:**
* = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

# *Culinary Arts*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / III.. / 9-12 / 5 / c | | | | | |
| | | | MA / III.. / 9-12 / 5 / d | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / b | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / b | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / b | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / b | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 1 / j | | | | | |
| | | | MA / VII.. / 9-12 / 1 / a | | | | | |
| | | | MA / VII.. / 9-12 / 1 / h | | | | | |
| | | | MA / VII.. / 9-12 / 2 / a | | | | | |
| | | | MA / VII.. / 9-12 / 3 / a | | | | | |
| | | | MA / VII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |

KEY:
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99 = 'to know' statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / h | | | | | |
| | | | MA / IX.. / 9-12 / 1 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 1 / h | | | | | |
| | | | MA / X.. / 9-12 / 2 / a | | | | | |
| | | | MA / X.. / 9-12 / 2 / h | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / h | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / h | | | | | |
| N.3 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 2 / a |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |

| KEY: | | |
|---|---|---|
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| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

# *Culinary Arts*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| N.4 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 2 / a |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| N.5 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 2 / a |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| N.6 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | HP / I.A / 9-12 / 98 / # | FA / IV.A / 9-12 / 2 / a |
| | CA.5 | 1.5 | | | | | | |
| | CA.6 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | FA.2 | 1.8 | | | | | | |
| | FA.5 | 1.10 | | | | | | |
| | HP.1 | 2.1 | | | | | | |
| | HP.2 | 2.2 | | | | | | |
| | HP.3 | 2.3 | | | | | | |
| | HP.4 | 2.5 | | | | | | |
| | HP.5 | 2.6 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | HP.7 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.3 | 3.4 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | MA.6 | 3.6 | | | | | | |
| | SC.1 | 3.7 | | | | | | |
| | SC.2 | 3.8 | | | | | | |
| | SC.3 | 4.1 | | | | | | |
| | SC.4 | 4.5 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| | SC.8 | 4.8 | | | | | | |
| | SS.4 | | | | | | | |
| O.1 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / c | CA / I.. / 9-12 / 1 / c | SC / I.A / 9-12 / 1 / a | SS / II.B / 9-12 / 2 / b | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / c | CA / I.. / 9-12 / 2 / a | | SS / II.B / 9-12 / 5 / j | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / c | | | SS / II.D / 9-12 / 6 / k | | |
| | CA.5 | 1.4 | MA / I.. / 9-12 / 4 / c | | | SS / II.D / 9-12 / 6 / k | | |
| | CA.6 | 1.5 | MA / II.. / 9-12 / 1 / a | | | SS / II.D / 9-12 / 7 / f | | |
| | CA.7 | 1.6 | MA / II.. / 9-12 / 1 / c | | | SS / III.D / 9-12 / 1 / * | | |
| | HP.5 | 1.7 | MA / II.. / 9-12 / 1 / d | | | | | |
| | HP.6 | 1.8 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.1 | 1.9 | MA / II.. / 9-12 / 1 / f | | | | | |
| | MA.2 | 1.10 | MA / II.. / 9-12 / 1 / g | | | | | |
| | MA.3 | 2.1 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.4 | 2.2 | MA / II.. / 9-12 / 2 / a | | | | | |
| | MA.5 | 2.3 | MA / II.. / 9-12 / 2 / c | | | | | |
| | MA.6 | 2.6 | MA / II.. / 9-12 / 2 / d | | | | | |
| | SC.7 | 2.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | SS.4 | 3.1 | MA / II.. / 9-12 / 2 / f | | | | | |
| | SS.5 | 3.2 | MA / II.. / 9-12 / 2 / g | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 2 / h | | | | | |
| | | 3.4 | MA / II.. / 9-12 / 3 / a | | | | | |
| | | 3.5 | MA / II.. / 9-12 / 3 / c | | | | | |
| | | 3.6 | MA / II.. / 9-12 / 3 / d | | | | | |
| | | 3.7 | MA / II.. / 9-12 / 3 / e | | | | | |
| | | 3.8 | MA / II.. / 9-12 / 3 / f | | | | | |
| | | 4.1 | MA / II.. / 9-12 / 3 / g | | | | | |
| | | 4.4 | MA / II.. / 9-12 / 3 / h | | | | | |

**KEY:**
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99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.5 | MA / II.. / 9-12 / 4 / a | | | | | |
| | | 4.6 | MA / II.. / 9-12 / 4 / c | | | | | |
| | | 4.8 | MA / II.. / 9-12 / 4 / d | | | | | |
| | | | MA / II.. / 9-12 / 4 / e | | | | | |
| | | | MA / II.. / 9-12 / 4 / f | | | | | |
| | | | MA / II.. / 9-12 / 4 / g | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / a | | | | | |
| | | | MA / III.. / 9-12 / 1 / b | | | | | |
| | | | MA / III.. / 9-12 / 1 / c | | | | | |
| | | | MA / III.. / 9-12 / 1 / d | | | | | |
| | | | MA / III.. / 9-12 / 2 / b | | | | | |
| | | | MA / III.. / 9-12 / 2 / c | | | | | |
| | | | MA / III.. / 9-12 / 2 / d | | | | | |
| | | | MA / III.. / 9-12 / 3 / * | | | | | |
| | | | MA / III.. / 9-12 / 4 / a | | | | | |
| | | | MA / III.. / 9-12 / 4 / b | | | | | |
| | | | MA / III.. / 9-12 / 4 / c | | | | | |
| | | | MA / III.. / 9-12 / 4 / d | | | | | |
| | | | MA / III.. / 9-12 / 5 / a | | | | | |
| | | | MA / III.. / 9-12 / 5 / b | | | | | |
| | | | MA / III.. / 9-12 / 5 / c | | | | | |
| | | | MA / III.. / 9-12 / 5 / d | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / b | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / b | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / b | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / b | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 1 / j | | | | | |
| | | | MA / VII.. / 9-12 / 1 / a | | | | | |
| | | | MA / VII.. / 9-12 / 1 / h | | | | | |
| | | | MA / VII.. / 9-12 / 2 / a | | | | | |
| | | | MA / VII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VII.. / 9-12 / 3 / a | | | | | |
| | | | MA / VII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / h | | | | | |
| | | | MA / IX.. / 9-12 / 1 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 1 / h | | | | | |
| | | | MA / X.. / 9-12 / 2 / a | | | | | |
| | | | MA / X.. / 9-12 / 2 / h | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / h | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / h | | | | | |
| O.2 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.5 | 1.7 | | | | | | |
| | HP.6 | 1.8 | | | | | | |
| | MA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 2.2 | | | | | | |
| | MA.5 | 2.3 | | | | | | |
| | MA.6 | 2.6 | | | | | | |
| | SC.7 | 2.7 | | | | | | |
| | SS.4 | 3.1 | | | | | | |
| | SS.5 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.8 | | | | | | |
| O.3 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.7 | 1.6 | | | | | | |
| | HP.5 | 1.7 | | | | | | |
| | HP.6 | 1.8 | | | | | | |
| | MA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 2.2 | | | | | | |
| | MA.5 | 2.3 | | | | | | |
| | MA.6 | 2.6 | | | | | | |
| | SC.7 | 2.7 | | | | | | |
| | SS.4 | 3.1 | | | | | | |
| | SS.5 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.8 | | | | | | |
| O.4 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.A / 9-12 / 98 / # | | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.5 | 1.7 | | | | | | |
| | HP.6 | 1.8 | | | | | | |
| | MA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 2.2 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.5 | 2.3 | | | | | | |
| | MA.6 | 2.6 | | | | | | |
| | SC.7 | 2.7 | | | | | | |
| | SS.4 | 3.1 | | | | | | |
| | SS.5 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.8 | | | | | | |
| O.5 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.5 | 1.7 | | | | | | |
| | HP.6 | 1.8 | | | | | | |
| | MA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 2.2 | | | | | | |
| | MA.5 | 2.3 | | | | | | |
| | MA.6 | 2.6 | | | | | | |
| | SC.7 | 2.7 | | | | | | |
| | SS.4 | 3.1 | | | | | | |
| | SS.5 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| | | 4.8 | | | | | | |
| O.6 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | CA.7 | 1.6 | | | | | | |
| | HP.5 | 1.7 | | | | | | |
| | HP.6 | 1.8 | | | | | | |
| | MA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 2.2 | | | | | | |
| | MA.5 | 2.3 | | | | | | |
| | MA.6 | 2.6 | | | | | | |
| | SC.7 | 2.7 | | | | | | |
| | SS.4 | 3.1 | | | | | | |
| | SS.5 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.6 | | | | | | |
| | | 4.8 | | | | | | |
| P.1 | CA.1 | 4.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 4.3 | | | | | | |
| P.2 | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| P.3 | CA.5 | 4.3 | | CA / I.. / 9-12 / 3 / b | | | | |
| | | 4.4 | | | | | | |
| P.4 | CA.1 | 2.1 | | | | | | |
| | | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.7 | | | | | | |
| P.5 | | 2.3 | | | | | | |
| | | 4.4 | | | | | | |
| P.6 | CA.1 | 2.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| P.7 | | 4.4 | | | | | | |
| P.8 | | 4.3 | | | | | | |
| P.9 | | 2.6 | | | | | | |
| | | 4.8 | | | | | | |
| P.10 | CA.6 | 4.6 | | | | | | |

**NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# Diesel Mechanic

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A.1 | SC.8 | 1.7 | | | SC / III.A / 9-12 / 1 / a<br>SC / III.B / 9-12 / 1 / a<br>SC / III.C / 9-12 / 1 / a | | | |
| A.2 | SC.2 | 3.4 | MA / I.. / 9-12 / 2 / c | | SC / IV.A / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| A.3 | SS.7 | 4.3<br>4.6<br>4.7 | | | | SS / IV.E / 9-12 / 2 / e | | |
| A.4 | MA.1 | 3.6 | MA / I.. / 9-12 / 1 / a | | | | | |
| A.5 | MA.3 | 4.1 | MA / III.. / 9-12 / 5 / d | | | | | |
| A.6 | MA.1 | 3.1 | MA / I.. / 9-12 / 1 / a | | | | | |
| A.7 | SC.6 | 3.4 | | | | | | |
| A.8 | SC.1 | 3.1 | | | SC / I.A / 9-12 / 2 / a | | | |
| A.9 | SC.1 | 3.1 | | | SC / I.A / 9-12 / 2 / a | | | |
| A.10 | MA.1 | 3.4 | MA / I.. / 9-12 / 2 / b | | | | | |
| B.1 | | 4.1 | | | | | HP / II.D / 9-12 / 1 / b | |
| B.2 | SC.1 | 3.6 | | | SC / I.A / 9-12 / 4 / a | | | |
| B.3 | SC.1 | 3.6 | | | SC / I.A / 9-12 / 4 / a | | | |
| B.4 | SC.1 | 3.6 | | | SC / I.A / 9-12 / 4 / a | | | |
| B.5 | SC.2 | 3.8 | | | SC / II.A / 9-12 / 1 / a | | | |
| B.6 | MA.1 | 3.4 | MA / I.. / 9-12 / 4 / c | | | | | |
| B.7 | FA.3 | 1.10 | | | | | | FA / III.B / 9-12 / 3 / a |
| B.8 | SS.4 | 4.1 | | | | SS / I.D / 9-12 / 8 / I | | |
| B.9 | FA.3 | 1.6 | | | | | | FA / III.B / 9-12 / 3 / a |
| B.10 | FA.3 | 1.6 | | | | | | FA / III.B / 9-12 / 3 / a |
| B.11 | FA.3 | 1.6 | | | | | | FA / III.B / 9-12 / 3 / a |

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Competency Profile Date: 1987

# *Diesel Mechanic*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| B.12 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 3 / a | | | |
| C.1 | HP.5 | 3.5 | | | | | | |
| C.2 | SC.7 | 3.1 | | | SC / VII.A / 9-12 / 2 / a | | | |
| C.3 | CA.1 | 3.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| C.4 | CA.1 | 3.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| C.5 | SC.7 | 3.7 | | | SC / VII.A / 9-12 / 2 / a | | | |
| C.6 | FA.1 | 3.4 | | | | | | |
| C.7 | SS.7 | 3.6 | | | | SS / IV.D / 9-12 / 4 / a | | |
| D.1 | SC.1 | 4.1 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | HP / I.A / 9-12 / 1 / a | |
| D.2 | SC.1 | 4.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.3 | SS.4 | 4.1 | | | | SS / II.D / 9-12 / 6 / m | | |
| D.4 | SS.4 | 3.1 | | | | SS / II.D / 9-12 / 6 / m | | |
| D.5 | SC.7 | 3.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.6 | SC.7 | 3.8 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.7 | SC.7 | 3.8 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.8 | SC.2 | 3.6 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.9 | SC.1 | 3.8 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.10 | SC.3 | 3.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.11 | SC.3 | 3.8 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.12 | SC.2 | 3.6 | | | SC / I.A / 9-12 / 4 / a | | | |
| D.13 | SC.3 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| E.1 | HP.5 | 4.7 | | | | | | |
| E.2 | SC.7 | 3.5 | | | SC / I.B / 9-12 / 3 / a | | | |
| E.3 | SC.7 | 4.1 | | | SC / I.B / 9-12 / 1 / a | | | |
| E.4 | SC.7 | 3.6 | | | SC / I.B / 9-12 / 3 / a | | | |

**KEY:**
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99 = "to know" statements may not be applicable

Competency Profile Date: 1987

## *Diesel Mechanic*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| E.5 | FA.1 | 3.8 | | | | | | FA / I.C / 9-12 / 3 / a |
| E.6 | SC.7 | 3.5 | | | SC / I.B / 9-12 / 1 / a | | | |
| E.7 | SS.7 | 4.5 | | | | SS / I.C / 9-12 / 1 / b | | |
| E.8 | FA.3 | 3.5 | | | | | | FA / III.A / 9-12 / 1 / a |
| F.1 | HP.5 | 4.7 | | | | | | |
| F.2 | SC.7 | 3.4 | | | SC / I.A / 9-12 / 1 / a | | | |
| F.3 | SC.5 | 3.2 | | | SC / I.B / 9-12 / 1 / a | | | |
| F.4 | SC.5 | 3.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| F.5 | SC.7 | 3.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| F.6 | SC.7 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| F.7 | SC.7 | 3.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| F.8 | SC.5 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| F.9 | SC.7 | 3.5 | | | SC / I.A / 9-12 / 1 / a | | | |
| F.10 | SC.5 | 3.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| F.11 | SC.7 | 3.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| F.12 | SC.7 | 3.5 | | | SC / I.A / 9-12 / 1 / a | | | |
| F.13 | SC.7 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| F.14 | SC.5 | 3.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| F.15 | SC.7 | 3.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| G.1 | HP.5 | 4.7 | | | | | | |
| G.2 | SC.7 | 3.1 | | | SC / I.A / 9-12 / 2 / a | | | |
| G.3 | HP.5 | 3.3 | | | SC / I.A / 9-12 / 1 / a | | | |
| G.4 | HP.3 | 3.6 | | | SC / I.A / 9-12 / 4 / a | | | |
| G.5 | SC.5 | 3.1 | | | SC / I.A / 9-12 / 4 / a | | | |
| G.6 | SC.5 | 4.7 | | | SC / I.A / 9-12 / 4 / a | | | |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1987

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| G.7 | SC.5 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| G.8 | SC.5 | 4.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| H.1 | | | | | | | | |
| H.2 | CA.1<br>FA.3<br>HP.2<br>MA.1<br>SC.1<br>SS.4 | 1.1<br>1.5<br>1.7<br>3.2<br>3.5<br>3.6 | MA / I. / 9-12 / 1 / a | CA / I. / 9-12 / 1 / b<br>CA / I. / 9-12 / 5 / c | SC / I.A / 9-12 / 1 / a | SS / IV.A / 9-12 / 4 / h<br>SS / IV.A / 9-12 / 4 / i | HP / I.A / 9-12 / 2 / a | FA / III.A / 9-12 / 3 / b |
| H.3 | CA.3<br>FA.4<br>MA.2<br>SC.7<br>SS.4 | 3.5<br>3.8 | | | | SS / IV.A / 9-12 / 4 / h<br>SS / IV.A / 9-12 / 4 / i | | FA / IV.A / 9-12 / 3 / b |
| H.4 | SS.4 | 2.5 | | | | SS / IV.A / 9-12 / 3 / c | | |
| H.5 | MA.1 | 3.8 | MA / I. / 9-12 / 4 / d | | | | | |
| H.6 | CA.3 | 2.5 | | CA / III. / 9-12 / 1 / d | | | | |
| H.7 | SC.8 | 4.6 | | | SC / VIII.A / 9-12 / 3 / b | | | |
| H.8 | FA.3 | 3.3 | | | | | | FA / III.D / 9-12 / 5 / a |
| H.9 | HP.4 | 4.5 | | | | | HP / IV.B / 9-12 / 3 / b | |
| I.1 | HP.5 | 4.7 | | | | | HP / V.B / 9-12 / 1 / a | |
| I.2 | CA.3<br>HP.1 | 3.3 | | CA / III. / 9-12 / 1 / b | | | | |
| I.3 | SC.1 | 1.1 | | | SC / I.A / 9-12 / 1 / a | | | |
| I.4 | MA.1 | 3.6 | MA / I. / 9-12 / 4 / d | | | | | |
| I.5 | MA.1 | 3.6 | MA / I. / 9-12 / 4 / d | | | | | |
| I.6 | SC.8 | 3.8 | | | SC / VIII.A / 9-12 / 3 / a | | | |
| I.7 | SC.8 | 3.8 | | | SC / VIII.A / 9-12 / 3 / a | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

673

674

# *Diesel Mechanic*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| J.1 | HP.5 | 4.7 | | | | | HP / I.A / 9-12 / 1 / a | |
| J.2 | MA.3 | 1.10 | MA / III.. / 9-12 / 1 / c | | | | | |
| J.3 | MA.4 | 1.10 | MA / IV.. / 9-12 / 1 / a | | | | | |
| J.4 | MA.4 | 1.10 | MA / IV.. / 9-12 / 1 / a | | | | | |
| J.5 | MA.3 | 1.10 | MA / III.. / 9-12 / 1 / c | | | | | |
| J.6 | MA.4 | 1.10 | MA / IV.. / 9-12 / 1 / a | | | | | |
| J.7 | MA.3 | 1.10 | MA / III.. / 9-12 / 1 / c | | | | | |
| J.8 | MA.3 | 1.10 | MA / III.. / 9-12 / 1 / c | | | | | |
| J.9 | MA.4 | 1.10 | MA / IV.. / 9-12 / 1 / a | | | | | |
| J.10 | MA.4 | 1.10 | MA / IV.. / 9-12 / 1 / a | | | | | |
| J.11 | MA.3 | 1.10 | MA / IV.. / 9-12 / 1 / c | | | | | |
| J.12 | MA.4 | 1.10 | MA / IV.. / 9-12 / 1 / a | | | | | |
| J.13 | SC.7 | 3.7 | | | SC / VII.A / 9-12 / 2 / a | | | |
| J.14 | SC.8 | 3.8 | | | SC / VIII.A / 9-12 / 3 / b | | | |
| J.15 | MA.3 | 1.10 | MA / III.. / 9-12 / 1 / c | | | | | |
| J.16 | SC.1 | 3.2 | | | SC / I.A / 9-12 / 1 / a | | | |
| K.1 | HP.5 | 4.7 | | | | | HP / I.A / 9-12 / 1 / a | |
| K.2 | MA.3 | 1.4 | MA / III.. / 9-12 / 1 / a | | | | | |
| K.3 | SC.8 | 1.1 | | | SC / VIII.A / 9-12 / 2 / b | | | |
| K.4 | SC.8 | 1.1 | | | SC / VIII.A / 9-12 / 2 / b | | | |
| K.5 | CA.3 | 1.4 | | CA / III.. / 9-12 / 1 / a | | | | |
| K.6 | FA.1 | 3.2 | | | | | | |
| K.7 | MA.1 | 3.6 | MA / I.. / 9-12 / 1 / a | | | | | |
| K.8 | MA.1 | 3.6 | MA / I.. / 9-12 / 1 / a | | | | | |
| K.9 | MA.1 | 3.6 | MA / I.. / 9-12 / 1 / a | | | | | |

KEY:
' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1987

## Diesel Mechanic

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| K.10 | CA.3 | 1.4 | | CA / III.. / 9-12 / 1 / a | | | | |
| L.1 | HP.5 | 4.7 | | | | | | |
| L.2 | SS.1 | 4.4 | | | | SS / I.A / 9-12 / 3 / a | | |
| L.3 | SC.7 | 1.10 | | | SC / VII.A / 9-12 / 4 / a | | | |
| L.4 | HP.5 | 4.7 | | | | | | |
| L.5 | SC.7 | 3.7 | | | SC / VII.A / 9-12 / 4 / a | | | |
| L.6 | SC.7 | 3.7 | | | SC / VII.A / 9-12 / 4 / a | | | |
| M.1 | CA.4 | 1.5 | | CA / IV.. / 9-12 / 3 / g | | | | |
| M.2 | CA.4 | 1.5 | | CA / IV.. / 9-12 / 3 / g | | | | |
| N.1 | HP.5 | 4.6<br>4.7 | | | | | HP / III.B / 9-12 / 2 / b | |
| N.2 | CA.3 | 1.1 | | CA / I.. / 9-12 / 1 / *<br>CA / I.. / 9-12 / 2 / *<br>CA / I.. / 9-12 / 5 / * | | | | |
| N.3 | SC.1 | 3.1 | | | SC / I.A / 9-12 / 3 / a | | | |
| N.4 | SC.1 | 3.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| O.1 | HP.5 | 4.7 | | | | | | |
| O.2 | MA.1 | 3.3 | MA / I.. / 9-12 / 1 / a | | | | | |
| O.3 | MA.1 | 3.3 | MA / I.. / 9-12 / 1 / a | | | | | |
| O.4 | SC.7 | 3.2 | | | SC / VII.A / 9-12 / 4 / a | | | |
| O.5 | MA.1 | 3.3 | MA / I.. / 9-12 / 1 / a | | | | | |
| O.6 | CA.4 | 3.5 | | CA / IV.. / 9-12 / 3 / g | | | | |
| O.7 | HP.5 | 4.7 | | | | | | |
| P.1 | HP.5 | 4.7 | | | | | | |
| P.2 | HP.5 | 4.7 | | | | | | |
| P.3 | HP.5 | 4.7 | | | | | | |

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Competency Profile Date: 1987

# *Diesel Mechanic*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| P.4 | HP.5 | 4.7 | | | | | | |
| P.5 | SC.7 | 3.2 | | | SC / VII.A / 9-12 / 4 / a | | | |
| P.6 | SC.7 | 3.2 | | | SC / VII.A / 9-12 / 4 / a | | | |
| P.7 | SC.7 | 3.2 | | | SC / VII.A / 9-12 / 4 / a | | | |
| Q.1 | HP.5 | 4.7 | | | | | | |
| Q.2 | SS.4 | 3.7 | | | | SS / IV.A / 9-12 / 3 / I | | |
| Q.3 | SS.4 | 3.7 | | | | SS / IV.A / 9-12 / 3 / I | | |
| Q.4 | CA.3 | 3.5 | | CA / III.. / 9-12 / 1 / a | | | | |
| Q.5 | CA.3 | 3.6 | | CA / III.. / 9-12 / 1 / a | | | | |
| Q.6 | SS.4 | 3.8 | | | | SS / IV.A / 9-12 / 3 / I | | |
| Q.7 | SS.4 | 3.8 | | | | SS / IV.A / 9-12 / 3 / I | | |
| Q.8 | SS.4 | 3.8 | | | | SS / IV.A / 9-12 / 3 / I | | |
| Q.9 | SS.4 | 3.8 | | | | SS / IV.A / 9-12 / 3 / I | | |
| Q.10 | MA.1 | 3.4 | MA / I.. / 9-12 / 1 / a | | | | | |
| Q.11 | MA.1 | 3.5 | MA / I.. / 9-12 / 1 / a | | | | | |
| R.1 | CA.1<br>CA.3 | 4.2<br>4.3 | | CA / I.. / 9-12 / 1 / b | | | | |
| R.2 | | 4.4<br>4.5<br>4.6 | | | | | | |
| R.3 | CA.5 | 4.3<br>4.4 | | CA / I.. / 9-12 / 3 / b | | | | |
| R.4 | CA.1 | 2.1<br>2.2<br>2.3<br>2.7 | | | | | | |
| R.5 | | 2.3<br>4.4 | | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
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Competency Profile Date: 1987

# *Diesel Mechanic*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| R.6 | CA.1 | 2.1 | | CA / L. / 9-12 / 1 / b | | | | |
| R.7 | | 4.4 | | | | | | |
| R.8 | | 4.3 | | | | | | |
| R.9 | | 2.6<br>4.8 | | | | | | |
| R.10 | CA.6 | 4.6 | | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

NOTES: * = Core competencies (essential for the first day on the job). Numbers in brackets [e.g., A01] represent the IDs used in computerized tracking software. Numbers in parentheses at the end of each competency apply to national skill standards by CADD (FIM). **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 01.1 | HP.6<br>HP.7 | 4.7 | | CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / d<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / c<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j | | | HP / II.C / 9-12 / 1 / a<br>HP / II.C / 9-12 / 1 / b<br>HP / III.B / 9-12 / 2 / a<br>HP / III.B / 9-12 / 2 / b | |
| 01.2 | CA.3 | 1.8<br>1.10 | | CA / I.. / 9-12 / 98 / # | | | | |
| 01.3 | CA.3 | 2.7 | | CA / I.. / 9-12 / 98 / # | | SS / I.A / 9-12 / 9 / *<br>SS / I.C / 9-12 / 7 / *<br>SS / I.C / 9-12 / 8 / *<br>SS / I.D / 9-12 / 7 / *<br>SS / III.A / 9-12 / 6 / * | | |
| 01.4 | | 4.8 | | CA / I.. / 9-12 / 98 / # | | SS / II.B / 9-12 / 2 / *<br>SS / II.C / 9-12 / 3 / *<br>SS / II.D / 9-12 / 2 / c<br>SS / II.D / 9-12 / 3 / c<br>SS / II.D / 9-12 / 4 / c | | |
| 01.5 | | 1.4<br>1.8<br>1.10 | | CA / I.. / 9-12 / 98 / # | | | | |
| 01.6 | HP.1<br>HP.2<br>HP.4 | 4.7 | | CA / I.. / 9-12 / 98 / # | | | | |
| 02.1 | | 1.5<br>1.6 | | CA / I.. / 9-12 / 98 / # | | | | |
| 02.2 | | 1.10 | | CA / I.. / 9-12 / 98 / # | | | | |
| 02.3 | | 1.4<br>1.10 | | CA / I.. / 9-12 / 98 / # | | | | |
| 02.4 | CA.5 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 1.10 | | | | | | |
| 02.5 | CA.5 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | | 1.10 | | | | | | |
| 02.6 | CA.7 | 2.7 | | CA / I.. / 9-12 / 98 / # | | | | |
| 02.7 | CA.7 | | | CA / I.. / 9-12 / 98 / # | | | | |
| 03.1 | CA.5 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | | | FA / IV.B / 9-12 / 1 / a |
| | MA.2 | 1.10 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | FA / IV.B / 9-12 / 1 / b |
| | | 2.7 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / a |
| | | 3.3 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | FA / IV.B / 9-12 / 3 / b |
| | | | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 3 / a |
| | | | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 3 / b |
| | | | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | FA / IV.C / 9-12 / 4 / a |
| | | | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | FA / IV.C / 9-12 / 4 / b |
| | | | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | FA / IV.C / 9-12 / 5 / a |
| | | | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | FA / IV.C / 9-12 / 5 / b |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |

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| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1996

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |

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Competency Profile Date: 1996

# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IX.. / 9-12 / 3 / d<br>MA / IX.. / 9-12 / 4 / b<br>MA / IX.. / 9-12 / 4 / d<br>MA / X.. / 9-12 / 1 / a<br>MA / X:. / 9-12 / 4 / a<br>MA / X.. / 9-12 / 5 / a | | | | | |
| 03.2 | CA.4<br>CA.5<br>MA.2 | 1.4<br>1.10<br>2.7<br>3.3 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / IV.B / 9-12 / 1 / a<br>FA / IV.B / 9-12 / 1 / b<br>FA / IV.B / 9-12 / 3 / a<br>FA / IV.B / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 3 / a<br>FA / IV.C / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 4 / a<br>FA / IV.C / 9-12 / 4 / b<br>FA / IV.C / 9-12 / 5 / a<br>FA / IV.C / 9-12 / 5 / b |
| 03.3 | CA.5<br>MA.2<br>MA.3 | 1.4<br>1.10<br>2.7<br>3.3 | MA / VI.. / 9-12 / 2 / *<br>MA / VI.. / 9-12 / 3 / * | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| 03.4 | MA.2 | 1.10<br>2.7 | MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / d<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / c<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j | | | | |
| 03.5 | FA.1<br>MA.2 | 1.10<br>2.7 | MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 98 / # | | | | FA / IV.B / 9-12 / 1 / a<br>FA / IV.B / 9-12 / 1 / b<br>FA / IV.B / 9-12 / 3 / a<br>FA / IV.B / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 3 / a<br>FA / IV.C / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 4 / a |

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# = same Frameworks as previous competency
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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | FA / IV.C / 9-12 / 4 / b<br>FA / IV.C / 9-12 / 5 / a<br>FA / IV.C / 9-12 / 5 / b |
| 03.6 | FA.1 | 1.10<br>2.7 | MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / l<br>MA / VII.. / 9-12 / 4 / a<br>MA / VII.. / 9-12 / 4 / i<br>MA / VII.. / 9-12 / 4 / k | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 96 / # |
| 03.7 | FA.1<br>MA.2 | 1.10<br>2.7 | MA / I.. / 9-12 / 1 / *<br>MA / I.. / 9-12 / 3 / *<br>MA / I.. / 9-12 / 4 / *<br>MA / II.. / 9-12 / 1 / h<br>MA / II.. / 9-12 / 2 / h<br>MA / II.. / 9-12 / 3 / h<br>MA / III.. / 9-12 / 3 / *<br>MA / IV.. / 9-12 / 3 / d<br>MA / V.. / 9-12 / 1 / a<br>MA / V.. / 9-12 / 1 / c<br>MA / V.. / 9-12 / 2 / a<br>MA / V.. / 9-12 / 2 / c<br>MA / V.. / 9-12 / 3 / a<br>MA / V.. / 9-12 / 3 / c<br>MA / V.. / 9-12 / 4 / a<br>MA / V.. / 9-12 / 4 / c<br>MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / b<br>MA / VI.. / 9-12 / 1 / c<br>MA / VI.. / 9-12 / 1 / d<br>MA / VI.. / 9-12 / 1 / e<br>MA / VI.. / 9-12 / 1 / f<br>MA / VI.. / 9-12 / 1 / g<br>MA / VI.. / 9-12 / 1 / h<br>MA / VI.. / 9-12 / 1 / i<br>MA / VI.. / 9-12 / 2 / a<br>MA / VI.. / 9-12 / 2 / b | CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 3 / b<br>CA / II.. / 9-12 / 3 / c<br>CA / II.. / 9-12 / 4 / a<br>CA / II.. / 9-12 / 4 / b<br>CA / II.. / 9-12 / 4 / c<br>CA / II.. / 9-12 / 4 / d<br>CA / II.. / 9-12 / 4 / e<br>CA / II.. / 9-12 / 4 / f<br>CA / II.. / 9-12 / 4 / h<br>CA / II.. / 9-12 / 5 / *<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / c<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j<br>CA / III.. / 9-12 / 4 / a<br>CA / IV.. / 9-12 / 3 / a<br>CA / IV.. / 9-12 / 3 / b<br>CA / IV.. / 9-12 / 3 / e<br>CA / IV.. / 9-12 / 3 / f | | | | FA / I.A / 9-12 / 96 / # |

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# = same Frameworks as previous competency
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 03.8 | FA.1 | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | MA.2 | 2.7 | | | | | | |
| 03.9 | FA.1. | 1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / a | | | | FA / I.A / 9-12 / 98 / # |
| | MA.2 | 2.7 | | CA / I.. / 9-12 / 6 / d | | | | |
| | | 3.3 | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| 03.10 | CA.4 | 1.4 | MA / VI.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | | | |
| | | 1.10 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| 04.1 | CA.4 | 1.6 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | | | FA / IV.B / 9-12 / 1 / a |
| | CA.5 | 1.10 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | FA / IV.B / 9-12 / 1 / b |
| | MA.2 | 2.7 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / a |
| | | 3.3 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | FA / IV.B / 9-12 / 3 / b |
| | | | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 3 / a |
| | | | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 3 / b |
| | | | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | FA / IV.C / 9-12 / 4 / a |
| | | | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | FA / IV.C / 9-12 / 4 / b |
| | | | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | FA / IV.C / 9-12 / 5 / a |
| | | | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | FA / IV.C / 9-12 / 5 / b |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |

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Competency Profile Date: 1996

# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |

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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 04.2 | CA.3 | 1.6 | | CA / I.. / 9-12 / 6 / a | | | | |
| | | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| 04.3 | CA.3 | 1.10 | MA / VI.. / 9-12 / 1 / a | CA / I.. / 9-12 / 6 / a | | | | |
| | CA.4 | 3.1 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 6 / d | | | | |
| | CA.5 | 3.2 | MA / VII.. / 9-12 / 4 / a | CA / II.. / 9-12 / 3 / b | | | | |
| | MA.2 | 3.3 | MA / VII.. / 9-12 / 4 / i | CA / II.. / 9-12 / 3 / c | | | | |
| | MA.3 | 3.4 | MA / VII.. / 9-12 / 4 / k | CA / II.. / 9-12 / 4 / a | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | CA / II.. / 9-12 / 4 / b | | | | |
| | | | | CA / II.. / 9-12 / 4 / c | | | | |
| | | | | CA / II.. / 9-12 / 4 / d | | | | |
| | | | | CA / II.. / 9-12 / 4 / e | | | | |
| | | | | CA / II.. / 9-12 / 4 / f | | | | |
| | | | | CA / II.. / 9-12 / 4 / h | | | | |
| | | | | CA / II.. / 9-12 / 5 / * | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| | | | | CA / III.. / 9-12 / 4 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | | CA / IV.. / 9-12 / 3 / f | | | | |
| 04.4 | CA 3 | 1.10 | MA / VI.. / 9-12 / 1 / a | CA / I.. / 9-12 / 6 / a | | | | FA / IV.B / 9-12 / 1 / a |
| | CA 4 | 2.7 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 6 / d | | | | FA / IV.B / 9-12 / 1 / b |
| | CA 5 | | MA / VII.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / a | | | | FA / IV.B / 9-12 / 3 / a |
| | MA 2 | | MA / VII.. / 9-12 / 4 / i | CA / III.. / 9-12 / 1 / b | | | | FA / IV.B / 9-12 / 3 / b |
| | MA 3 | | MA / VII.. / 9-12 / 4 / k | CA / III.. / 9-12 / 1 / c | | | | FA / IV.C / 9-12 / 3 / a |
| | | | | CA / III.. / 9-12 / 1 / d | | | | FA / IV.C / 9-12 / 3 / b |
| | | | | CA / III.. / 9-12 / 1 / j | | | | FA / IV.C / 9-12 / 4 / a |
| | | | | | | | | FA / IV.C / 9-12 / 4 / b |
| | | | | | | | | FA / IV.C / 9-12 / 5 / a |
| | | | | | | | | FA / IV.C / 9-12 / 5 / b |
| 04.5 | CA 3 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | | | FA / I.A / 9-12 / 98 / # |
| | CA 4 | 1.10 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | |
| | CA 5 | 2.7 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | |
| | FA 1 | 3.1 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | |
| | MA 2 | 3.2 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | |
| | MA 3 | 3.3 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | |
| | | 3.4 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | |
| | | | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |

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|---|---|---|---|---|---|---|---|---|
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 05.1 | CA 4 | 1.6 | MA / VI.. / 9-12 / 1 / a | CA / I.. / 9-12 / 6 / a | | | | FA / IV.B / 9-12 / 1 / a |
| | CA 5 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 6 / d | | | | FA / IV.B / 9-12 / 1 / b |
| | MA 2 | 2.7 | MA / VII.. / 9-12 / 4 / a | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / a |
| | MA 3 | 3.3 | MA / VII.. / 9-12 / 4 / i | CA / II.. / 9-12 / 3 / c | | | | FA / IV.B / 9-12 / 3 / b |
| | | | MA / VII.. / 9-12 / 4 / k | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 3 / a |
| | | | | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 3 / b |
| | | | | CA / II.. / 9-12 / 4 / c | | | | FA / IV.C / 9-12 / 4 / a |
| | | | | CA / II.. / 9-12 / 4 / d | | | | FA / IV.C / 9-12 / 4 / b |

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|---|---|---|---|---|---|---|---|---|
| | | | | CA / II.. / 9-12 / 4 / e | | | | FA / IV.C / 9-12 / 5 / a |
| | | | | CA / II.. / 9-12 / 4 / f | | | | FA / IV.C / 9-12 / 5 / b |
| | | | | CA / II.. / 9-12 / 4 / h | | | | |
| | | | | CA / II.. / 9-12 / 5 / ' | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| | | | | CA / III.. / 9-12 / 4 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | | CA / IV.. / 9-12 / 3 / f | | | | |
| 05.2 | CA 3 | 1.4 | MA / I.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA 4 | 1.10 | MA / I.. / 9-12 / 3 / ' | | | | | |
| | CA 5 | 2.7 | MA / I.. / 9-12 / 4 / ' | | | | | |
| | MA 2 | 3.1 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA 3 | 3.2 | MA / II.. / 9-12 / 2 / h | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 3 / h | | | | | |
| | | 3.4 | MA / III.. / 9-12 / 3 / ' | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | | | | | |

**KEY:** ' = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 1 / f | | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 05.3 | CA 3 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA 4 | 1.10 | | | | | | |
| | CA 5 | 2.7 | | | | | | |
| | MA 2 | 3.1 | | | | | | |
| | MA 3 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 06.1 | CA 4 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / IV.A / 9-12 / 1 / a | | | FA / I.A / 9-12 / 98 / # |
| | CA 5 | 1.10 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | MA 2 | 2.7 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA 3 | 3.1 | | | SC / IV.C / 9-12 / 3 / a | | | |
| | SC 7 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 06.2 | CA 4 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | FA / I.A / 9-12 / 98 / # |
| | CA 5 | 1.10 | | | | | | |
| | MA 2 | 2.7 | | | | | | |
| | MA 3 | 3.1 | | | | | | |
| | SC 7 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |

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|---|---|---|
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Competency Profile Date: 1996

## *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 06.3 | CA.4 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.10 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | SC.7 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 06.4 | CA.4 | 1.6 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.10 | | | | | | FA / I.A / 9-12 / 98 / # |
| | MA.2 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | SC.7 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 06.5 | CA.4 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.10 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | SC.7 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 07.1 | CA.3 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.4 | 1.6 | | | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.4 | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 07.2 | CA.3 | 1.4 | MA / VI.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.4 | 1.6 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | CA.5 | 1.10 | MA / VII.. / 9-12 / 4 / a | | | | | |
| | MA.2 | 2.7 | MA / VII.. / 9-12 / 4 / i | | | | | |
| | MA.4 | 3.3 | MA / VII.. / 9-12 / 4 / k | | | | | |

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# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 07.3 | CA.3 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / a | | | | FA / IV.B / 9-12 / 1 / a |
| | CA.4 | 1.6 | | CA / I.. / 9-12 / 6 / d | | | | FA / IV.B / 9-12 / 1 / b |
| | CA.5 | 1.10 | | CA / III.. / 9-12 / 1 / a | | | | FA / IV.B / 9-12 / 3 / a |
| | MA.2 | 2.7 | | CA / III.. / 9-12 / 1 / b | | | | FA / IV.B / 9-12 / 3 / b |
| | MA.4 | 3.3 | | CA / III.. / 9-12 / 1 / c | | | | FA / IV.C / 9-12 / 3 / a |
| | | | | CA / III.. / 9-12 / 1 / d | | | | FA / IV.C / 9-12 / 3 / b |
| | | | | CA / III.. / 9-12 / 1 / j | | | | FA / IV.C / 9-12 / 4 / a |
| | | | | | | | | FA / IV.C / 9-12 / 4 / b |
| | | | | | | | | FA / IV.C / 9-12 / 5 / a |
| | | | | | | | | FA / IV.C / 9-12 / 5 / b |
| 07.4 | CA.3 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.6 | | | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | MA.4 | 3.3 | | | | | | |
| 07.5 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.6 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | |
| | CA.5 | 1.10 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | |
| | MA.2 | 2.7 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | |
| | MA.4 | 3.3 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | |
| | | | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | |
| | | | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | |
| | | | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | |
| | | | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c* | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-i2 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |

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## *Drafting*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |

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Competency Profile Date: 1996

# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 08.1 | CA 5 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / a | | | | FA / IV.B / 9-12 / 1 / a |
| | FA 1 | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | FA / IV.B / 9-12 / 1 / b |
| | MA 2 | 2.7 | | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / a |
| | | 3.3 | | CA / II.. / 9-12 / 3 / c | | | | FA / IV.B / 9-12 / 3 / b |
| | | | | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 3 / a |
| | | | | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 3 / b |
| | | | | CA / II.. / 9-12 / 4 / c | | | | FA / IV.C / 9-12 / 4 / a |
| | | | | CA / II.. / 9-12 / 4 / d | | | | FA / IV.C / 9-12 / 4 / b |
| | | | | CA / II.. / 9-12 / 4 / e | | | | FA / IV.C / 9-12 / 5 / a |
| | | | | CA / II.. / 9-12 / 4 / f | | | | FA / IV.C / 9-12 / 5 / b |
| | | | | CA / II.. / 9-12 / 4 / h | | | | |
| | | | | CA / II.. / 9-12 / 5 / * | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| | | | | CA / III.. / 9-12 / 4 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / b | | | | |

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# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | | CA / IV.. / 9-12 / 3 / f | | | | |
| 08.2 | CA.5 | 1.4 | MA / VI.. / 9-12 / 1 / a | CA / I.. / 9-12 / 6 / a | | | | FA / I.A / 9-12 / 98 / # |
| | FA.1 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 6 / d | | | | |
| | MA.2 | 2.7 | MA / VII.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | 3.3 | MA / VII.. / 9-12 / 4 / i | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| 08.3 | CA.5 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | | | FA / I.A / 9-12 / 98 / # |
| | FA.1 | 1.10 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | |
| | MA.2 | 2.7 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | |
| | | 3.3 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | |
| | | | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | |
| | | | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | |
| | | | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | |
| | | | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | |
| | | | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |

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# = same Frameworks as previous competency
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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 09.1 | CA 4 | 1.4 | MA / VI.. / 9-12 / 1 / a | CA / I.. / 9-12 / 6 / a | | | | FA / I.A / 9-12 / 98 / # |
| | MA 2 | 1.10 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 6 / d | | | | |
| | | 2.7 | MA / VII.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| 09.2 | CA 4 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / a | | | | FA / I.A / 9-12 / 98 / # |
| | MA 2 | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | |
| | | 2.7 | | CA / II.. / 9-12 / 3 / b | | | | |
| | | | | CA / II.. / 9-12 / 3 / c | | | | |
| | | | | CA / II.. / 9-12 / 4 / a | | | | |
| | | | | CA / II.. / 9-12 / 4 / b | | | | |
| | | | | CA / II.. / 9-12 / 4 / c | | | | |
| | | | | CA / II.. / 9-12 / 4 / d | | | | |
| | | | | CA / II.. / 9-12 / 4 / e | | | | |
| | | | | CA / II.. / 9-12 / 4 / f | | | | |
| | | | | CA / II.. / 9-12 / 4 / h | | | | |
| | | | | CA / II.. / 9-12 / 5 / * | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| | | | | CA / III.. / 9-12 / 4 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / a | | | | |

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Competency Profile Date: 1996

# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | | CA / IV.. / 9-12 / 3 / f | | | | |
| 09.3 | CA 4 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | MA 2 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.3 | | | | | | |
| 09.4 | CA 4 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | MA 2 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.3 | | | | | | |
| 09.5 | CA 4 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | MA 2 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.3 | | | | | | |
| 10.1 | CA 3 | 1.4 | MA / II.. / 9-12 / 1 / h | CA / I.. / 9-12 / 6 / a | | | | |
| | CA 4 | 1.10 | MA / II.. / 9-12 / 2 / h | CA / I.. / 9-12 / 6 / d | | | | |
| | CA 5 | 3.1 | MA / II.. / 9-12 / 3 / h | CA / III.. / 9-12 / 1 / a | | | | |
| | MA 1 | 3.2 | MA / III.. / 9-12 / 3 / * | CA / III.. / 9-12 / 1 / b | | | | |
| | MA 2 | 3.3 | MA / V.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | 3.4 | MA / V.. / 9-12 / 1 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / V.. / 9-12 / 2 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| 10.2 | CA 3 | 1.4 | MA / II.. / 9-12 / 1 / h | CA / I.. / 9-12 / 98 / # | | | | |
| | CA 4 | 1.10 | MA / II.. / 9-12 / 2 / h | | | | | |
| | CA 5 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | MA 1 | 3.2 | MA / III.. / 9-12 / 3 / * | | | | | |
| | MA 4 | 3.3 | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | 3.4 | MA / VI.. / 9-12 / 3 / c | | | | | |
| 10.3 | CA 3 | 1.4 | MA / II.. / 9-12 / 1 / h | CA / I.. / 9-12 / 6 / a | | | | |

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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.4 | 1.10 | MA / II.. / 9-12 / 2 / h | CA / I.. / 9-12 / 6 / d | | | | |
| | CA.5 | 3.1 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 3 / b | | | | |
| | MA.1 | 3.2 | MA / VI.. / 9-12 / 1 / a | CA / II.. / 9-12 / 3 / c | | | | |
| | MA.4 | 3.3 | MA / VI.. / 9-12 / 1 / l | CA / II.. / 9-12 / 4 / a | | | | |
| | | 3.4 | MA / VIII.. / 9-12 / 2 / b | CA / II.. / 9-12 / 4 / b | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | CA / II.. / 9-12 / 4 / c | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / d | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | CA / II.. / 9-12 / 4 / e | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | CA / II.. / 9-12 / 4 / f | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VIII.. / 9-12 / 4 / f | CA / III.. / 9-12 / 1 / j | | | | |
| | | | | CA / III.. / 9-12 / 4 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | | CA / IV.. / 9-12 / 3 / f | | | | |
| 10.4 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 6 / a | | | | |
| | CA.4 | 1.10 | MA / I.. / 9-12 / 1 / b | CA / I.. / 9-12 / 6 / d | | | | |
| | CA.5 | 3.1 | MA / I.. / 9-12 / 1 / c | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.1 | 3.2 | MA / I.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / b | | | | |
| | MA.2 | 3.3 | MA / I.. / 9-12 / 3 / b | CA / III.. / 9-12 / 1 / c | | | | |
| | MA.3 | 3.4 | MA / I.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | MA.4 | | MA / I.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / I.. / 9-12 / 4 / b | | | | | |
| | | | MA / I.. / 9-12 / 4 / c | | | | | |
| | | | MA / II.. / 9-12 / 1 / h | | | | | |
| | | | MA / II.. / 9-12 / 2 / h | | | | | |
| | | | MA / II.. / 9-12 / 3 / h | | | | | |
| 11.1 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | | | FA / IV.B / 9-12 / 1 / a |
| | CA.4 | 1.6 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | FA / IV.B / 9-12 / 1 / b |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.5 | 1.10 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / a |
| | FA.1 | 2.7 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | FA / IV.B / 9-12 / 3 / b |
| | MA.2 | 3.1 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 3 / a |
| | MA.3 | 3.2 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 3 / b |
| | | 3.3 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | FA / IV.C / 9-12 / 4 / a |
| | | 3.4 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | FA / IV.C / 9-12 / 4 / b |
| | | | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | FA / IV.C / 9-12 / 5 / a |
| | | | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | FA / IV.C / 9-12 / 5 / b |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 11.2 | CA 3 | 1.10 | | CA / I.. / 9-12 / 6 / a | | | | |
| | CA 5 | 2.7 | | CA / I.. / 9-12 / 6 / d | | | | |

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# Drafting

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.1 | | | CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / c<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j | | | | |
| 11.3 | CA.3<br>CA.5<br>FA.1 | 1.10<br>2.7 | | CA / I.. / 9-12 / 98 / # | | | | |
| 11.4 | CA.3<br>CA.5<br>FA.1<br>MA.2<br>MA.3 | 1.10<br>2.7 | MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / i<br>MA / VII.. / 9-12 / 4 / a<br>MA / VII.. / 9-12 / 4 / i<br>MA / VII.. / 9-12 / 4 / k | CA / I.. / 9-12 / 98 / # | | | | |
| 11.5 | CA.3<br>CA.5<br>FA.1<br>MA.2<br>MA.3 | 1.10<br>2.7<br>3.3 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / IV.B / 9-12 / 1 / a<br>FA / IV.B / 9-12 / 1 / b<br>FA / IV.B / 9-12 / 3 / a<br>FA / IV.B / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 3 / a<br>FA / IV.C / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 4 / a<br>FA / IV.C / 9-12 / 4 / b<br>FA / IV.C / 9-12 / 5 / a<br>FA / IV.C / 9-12 / 5 / b |
| 11.6 | CA.3<br>CA.4<br>CA.5<br>FA.1 | 1.10<br>2.7<br>3.3 | | CA / I.. / 9-12 / 98 / # | | | | |
| 11.7 | CA.4<br>MA.2 | 1.4<br>1.8<br>1.10<br>3.3 | MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / i<br>MA / VII.. / 9-12 / 4 / a<br>MA / VII.. / 9-12 / 4 / i<br>MA / VII.. / 9-12 / 4 / k | CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 3 / b<br>CA / II.. / 9-12 / 3 / c<br>CA / II.. / 9-12 / 4 / a<br>CA / II.. / 9-12 / 4 / b<br>CA / II.. / 9-12 / 4 / c | | | | FA / IV.B / 9-12 / 1 / a<br>FA / IV.B / 9-12 / 1 / b<br>FA / IV.B / 9-12 / 3 / a<br>FA / IV.B / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 3 / a<br>FA / IV.C / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 4 / a |

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98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | CA / II.. / 9-12 / 4 / d<br>CA / II.. / 9-12 / 4 / e<br>CA / II.. / 9-12 / 4 / f<br>CA / II.. / 9-12 / 4 / h<br>CA / II.. / 9-12 / 5 / *<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / c<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j<br>CA / III.. / 9-12 / 4 / a<br>CA / IV.. / 9-12 / 3 / a<br>CA / IV.. / 9-12 / 3 / b<br>CA / IV.. / 9-12 / 3 / e<br>CA / IV.. / 9-12 / 3 / f | | | | FA / IV.C / 9-12 / 4 / b<br>FA / IV.C / 9-12 / 5 / a<br>FA / IV.C / 9-12 / 5 / b |
| 11.8 | CA.4<br>MA.2 | 1.4<br>1.8<br>1.10<br>3.3 | | CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / d<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / c<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j | | | | |
| 11.9 | CA.3<br>CA.4<br>FA.1 | 1.8<br>1.10 | MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / i<br>MA / VII.. / 9-12 / 4 / a<br>MA / VII.. / 9-12 / 4 / i<br>MA / VII.. / 9-12 / 4 / k | CA / I.. / 9-12 / 98 / # | | | | FA / IV.B / 9-12 / 1 / a<br>FA / IV.B / 9-12 / 1 / b<br>FA / IV.B / 9-12 / 3 / a<br>FA / IV.B / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 3 / a<br>FA / IV.C / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 4 / a<br>FA / IV.C / 9-12 / 4 / b<br>FA / IV.C / 9-12 / 5 / a<br>FA / IV.C / 9-12 / 5 / b |
| 11.10 | CA.4<br>FA.1<br>MA.3 | 1.4<br>1.8<br>1.10 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.7 | | | | | | |
| | | 3.3 | | | | | | |
| 11.11 | CA 4 | 1.10 | | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| 11.12 | CA 3 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | | | FA / I.A / 9-12 / 98 / # |
| | CA 4 | 1.10 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | |
| | CA 5 | 2.7 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | |
| | FA 1 | 3.1 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | |
| | MA 3 | 3.2 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | |
| | | 3.3 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | |
| | | 3.4 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | |
| | | | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | |
| | | | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |

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Competency Profile Date: 1996

# *Drafting*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |

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# Drafting

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | *Cross-Reference to Show-Me Standards (main report)*<br>Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / X.. / 9-12 / 1 / a<br>MA / X.. / 9-12 / 4 / a<br>MA / X.. / 9-12 / 5 / a | | | | | |
| 11.13 | CA.4<br>CA.5<br>FA.1 | 1.4<br>1.8<br>1.10<br>2.7<br>3.3 | | CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / d<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / c<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j | | | | FA / I.A / 9-12 / 98 / # |
| 11.14 | CA.4<br>SS.7 | 1.4<br>1.8<br>1.10<br>2.7<br>3.3 | | CA / I.. / 9-12 / 98 / # | | | | |
| 12.1 | CA.3<br>CA.4<br>CA.5<br>FA.1<br>MA.2<br>MA.3<br>SC.7 | 1.4<br>1.6<br>1.10<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4 | MA / I.. / 9-12 / 1 / *<br>MA / I.. / 9-12 / 3 / *<br>MA / I.. / 9-12 / 4 / *<br>MA / II.. / 9-12 / 1 / h<br>MA / II.. / 9-12 / 2 / h<br>MA / II.. / 9-12 / 3 / h<br>MA / III.. / 9-12 / 3 / *<br>MA / IV.. / 9-12 / 3 / d<br>MA / V.. / 9-12 / 1 / a<br>MA / V.. / 9-12 / 1 / c<br>MA / V.. / 9-12 / 2 / a<br>MA / V.. / 9-12 / 2 / c<br>MA / V.. / 9-12 / 3 / a<br>MA / V.. / 9-12 / 3 / c<br>MA / V.. / 9-12 / 4 / a<br>MA / V.. / 9-12 / 4 / c<br>MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / b<br>MA / VI.. / 9-12 / 1 / c<br>MA / VI.. / 9-12 / 1 / d | CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / d<br>CA / II.. / 9-12 / 3 / b<br>CA / II.. / 9-12 / 3 / c<br>CA / II.. / 9-12 / 4 / a<br>CA / II.. / 9-12 / 4 / b<br>CA / II.. / 9-12 / 4 / c<br>CA / II.. / 9-12 / 4 / d<br>CA / II.. / 9-12 / 4 / e<br>CA / II.. / 9-12 / 4 / f<br>CA / II.. / 9-12 / 4 / h<br>CA / II.. / 9-12 / 5 / *<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b<br>CA / III.. / 9-12 / 1 / c<br>CA / III.. / 9-12 / 1 / d<br>CA / III.. / 9-12 / 1 / j<br>CA / III.. / 9-12 / 4 / a<br>CA / IV.. / 9-12 / 3 / a<br>CA / IV.. / 9-12 / 3 / b | SC / III.A / 9-12 / 2 / a | | | FA / IV.B / 9-12 / 1 / a<br>FA / IV.B / 9-12 / 1 / b<br>FA / IV.B / 9-12 / 3 / a<br>FA / IV.B / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 3 / a<br>FA / IV.C / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 4 / a<br>FA / IV.C / 9-12 / 4 / b<br>FA / IV.C / 9-12 / 5 / a<br>FA / IV.C / 9-12 / 5 / b |

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Competency Profile Date: 1996

# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VIII.. / 9-12 / 3 / h<br>MA / VIII.. / 9-12 / 3 / i<br>MA / VIII.. / 9-12 / 4 / b<br>MA / VIII.. / 9-12 / 4 / c<br>MA / VIII.. / 9-12 / 4 / h<br>MA / VIII.. / 9-12 / 4 / i<br>MA / IX.. / 9-12 / 2 / b<br>MA / IX.. / 9-12 / 2 / d<br>MA / IX.. / 9-12 / 3 / b<br>MA / IX.. / 9-12 / 3 / d<br>MA / IX.. / 9-12 / 4 / b<br>MA / IX.. / 9-12 / 4 / d<br>MA / X.. / 9-12 / 1 / a<br>MA / X.. / 9-12 / 4 / a<br>MA / X.. / 9-12 / 5 / a | | | | | |
| 12.2 | CA.3<br>CA.4<br>CA.5<br>FA.1<br>MA.2<br>MA.3<br>SC.7 | 1.4<br>1.6<br>1.10<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| 12.3 | CA.3<br>CA.4<br>CA.5<br>FA.1<br>MA.2<br>MA.3<br>SC.7 | 1.4<br>1.6<br>1.10<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| 12.4 | CA.3<br>CA.5<br>FA.1<br>MA.2 | 1.10<br>2.7<br>3.3 | MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / i<br>MA / VII.. / 9-12 / 4 / a<br>MA / VII.. / 9-12 / 4 / i | CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / d<br>CA / III.. / 9-12 / 1 / a<br>CA / III.. / 9-12 / 1 / b | | | | FA / I.A / 9-12 / 98 / # |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.3 | | MA / VII.. / 9-12 / 4 / k | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| 12.5 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.6 | MA / I.. / 9-12 / 3 / * | | | | | |
| | CA.5 | 1.10 | MA / I.. / 9-12 / 4 / * | | | | | |
| | FA.1 | 2.7 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.2 | 3.1 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.3 | 3.2 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.3 | MA / III.. / 9-12 / 3 / * | | | | | |
| | | 3.4 | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / a | | | | | |
| | | | MA / V.. / 9-12 / 1 / c | | | | | |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |

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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |

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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / X.. / 9-12 / 1 / a<br>MA / X.. / 9-12 / 4 / a<br>MA / X.. / 9-12 / 5 / a | | | | | |
| 12.6 | CA.5<br>CA.6<br>FA.1 | 1.4<br>1.8<br>1.10<br>2.7<br>3.3 | | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| 12.7 | CA.5<br>MA.3 | 1.4<br>1.8<br>1.10<br>2.7<br>3.3 | MA / I.. / 9-12 / 1 / *<br>MA / I.. / 9-12 / 3 / *<br>MA / I.. / 9-12 / 4 / *<br>MA / II.. / 9-12 / 1 / h<br>MA / II.. / 9-12 / 2 / h<br>MA / II.. / 9-12 / 3 / h<br>MA / III.. / 9-12 / 3 / *<br>MA / IV.. / 9-12 / 3 / d<br>MA / V.. / 9-12 / 1 / a<br>MA / V.. / 9-12 / 1 / c<br>MA / V.. / 9-12 / 2 / a<br>MA / V.. / 9-12 / 2 / c<br>MA / V.. / 9-12 / 3 / a<br>MA / V.. / 9-12 / 3 / c<br>MA / V.. / 9-12 / 4 / a<br>MA / V.. / 9-12 / 4 / c<br>MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / b<br>MA / VI.. / 9-12 / 1 / c<br>MA / VI.. / 9-12 / 1 / d<br>MA / VI.. / 9-12 / 1 / e<br>MA / VI.. / 9-12 / 1 / f<br>MA / VI.. / 9-12 / 1 / g<br>MA / VI.. / 9-12 / 1 / h<br>MA / VI.. / 9-12 / 1 / i<br>MA / VI.. / 9-12 / 2 / a<br>MA / VI.. / 9-12 / 2 / b | CA / I.. / 9-12 / 98 / # | | | | |

**KEY:** * = may use all "to do" statements | # = same Frameworks as previous competency
98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |

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# Drafting

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IX.. / 9-12 / 2 / d<br>MA / IX.. / 9-12 / 3 / b<br>MA / IX.. / 9-12 / 3 / d<br>MA / IX.. / 9-12 / 4 / b<br>MA / IX.. / 9-12 / 4 / d<br>MA / X.. / 9-12 / 1 / a<br>MA / X.. / 9-12 / 4 / a<br>MA / X.. / 9-12 / 5 / a | | | | | |
| 12.8 | CA.3<br>CA.5<br>MA.3 | 1.4<br>1.10<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4 | | CA / I.. / 9-12 / 98 / # | | | | FA / IV.B / 9-12 / 1 / a<br>FA / IV.B / 9-12 / 1 / b<br>FA / IV.B / 9-12 / 3 / a<br>FA / IV.B / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 3 / a<br>FA / IV.C / 9-12 / 3 / b<br>FA / IV.C / 9-12 / 4 / a<br>FA / IV.C / 9-12 / 4 / b<br>FA / IV.C / 9-12 / 5 / a<br>FA / IV.C / 9-12 / 5 / b |
| 12.9 | CA.3<br>CA.5 | 1.4<br>1.10<br>3.1<br>3.2<br>3.3<br>3.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| 12.10 | CA.3<br>CA.5 | 1.4<br>1.10<br>3.1<br>3.2<br>3.3<br>3.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| 12.11 | CA.5<br>MA.3 | 1.10<br>2.7<br>3.3 | MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / l<br>MA / VII.. / 9-12 / 4 / a<br>MA / VII.. / 9-12 / 4 / l | CA / I.. / 9-12 / 98 / # | | | | |

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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| 12.12 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | | | | FA / IV.B / 9-12 / 1 / a |
| | CA.4 | 1.6 | MA / I.. / 9-12 / 3 / * | | | | | FA / IV.B / 9-12 / 1 / b |
| | CA.5 | 1.10 | MA / I.. / 9-12 / 4 / * | | | | | FA / IV.B / 9-12 / 3 / a |
| | FA.1 | 2.7 | MA / II.. / 9-12 / 1 / h | | | | | FA / IV.B / 9-12 / 3 / b |
| | MA.2 | 3.1 | MA / II.. / 9-12 / 2 / h | | | | | FA / IV.C / 9-12 / 3 / a |
| | MA.3 | 3.2 | MA / II.. / 9-12 / 3 / h | | | | | FA / IV.C / 9-12 / 3 / b |
| | SC.7 | 3.3 | MA / III.. / 9-12 / 3 / * | | | | | FA / IV.C / 9-12 / 4 / a |
| | | 3.4 | MA / IV.. / 9-12 / 3 / d | | | | | FA / IV.C / 9-12 / 4 / b |
| | | | MA / V.. / 9-12 / 1 / a | | | | | FA / IV.C / 9-12 / 5 / a |
| | | | MA / V.. / 9-12 / 1 / c | | | | | FA / IV.C / 9-12 / 5 / b |
| | | | MA / V.. / 9-12 / 2 / a | | | | | |
| | | | MA / V.. / 9-12 / 2 / c | | | | | |
| | | | MA / V.. / 9-12 / 3 / a | | | | | |
| | | | MA / V.. / 9-12 / 3 / c | | | | | |
| | | | MA / V.. / 9-12 / 4 / a | | | | | |
| | | | MA / V.. / 9-12 / 4 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / h | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |

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## *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 13.1 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / a | | | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | |
| | CA.5 | 2.7 | | CA / II.. / 9-12 / 3 / b | | | | |
| | FA.1 | 3.1 | | CA / II.. / 9-12 / 3 / c | | | | |
| | MA.2 | 3.2 | | CA / II.. / 9-12 / 4 / a | | | | |
| | MA.3 | 3.3 | | CA / II.. / 9-12 / 4 / b | | | | |
| | | 3.4 | | CA / II.. / 9-12 / 4 / c | | | | |
| | | | | CA / II.. / 9-12 / 4 / d | | | | |
| | | | | CA / II.. / 9-12 / 4 / e | | | | |
| | | | | CA / II.. / 9-12 / 4 / f | | | | |
| | | | | CA / II.. / 9-12 / 4 / h | | | | |
| | | | | CA / II.. / 9-12 / 5 / * | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| | | | | CA / III.. / 9-12 / 4 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | | CA / IV.. / 9-12 / 3 / f | | | | |
| 13.2 | CA.3 | 1.6 | | CA / I.. / 9-12 / 6 / a | | | | |
| | CA.4 | 1.7 | | CA / I.. / 9-12 / 6 / d | | | | |
| | CA.5 | 1.8 | | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.2 | 1.9 | | CA / III.. / 9-12 / 1 / b | | | | |
| | MA.3 | 1.10 | | CA / III.. / 9-12 / 1 / c | | | | |
| | | 2.7 | | CA / III.. / 9-12 / 1 / d | | | | |
| | | 3.1 | | CA / III.. / 9-12 / 1 / j | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 13.3 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | | | FA / IV.B / 9-12 / 1 / a |
| | CA.4 | 1.6 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | FA / IV.B / 9-12 / 1 / b |

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# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.5 | 1.10 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / a |
| | FA.1 | 2.7 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | FA / IV.B / 9-12 / 3 / b |
| | MA.2 | 3.1 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 3 / a |
| | MA.4 | 3.2 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 3 / b |
| | | 3.3 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | FA / IV.C / 9-12 / 4 / a |
| | | 3.4 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | FA / IV.C / 9-12 / 4 / b |
| | | | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | FA / IV.C / 9-12 / 5 / a |
| | | | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | FA / IV.C / 9-12 / 5 / b |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |

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# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 13.4 | CA 3 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / 1.A / 9-12 / 98 / # |
| | CA 4 | 1.6 | | | | | | |

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Competency Profile Date: 1996

# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.5 | 1.10 | | | | | | |
| | FA.1 | 2.7 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.4 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 13.5 | CA.4 | 1.4 | MA / VI. / 9-12 / 1 / a | CA / I. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | FA.1 | 1.6 | MA / VI. / 9-12 / 1 / i | | | | | |
| | MA.2 | 1.7 | MA / VII. / 9-12 / 4 / a | | | | | |
| | MA.3 | 1.8 | MA / VII. / 9-12 / 4 / i | | | | | |
| | | 1.9 | MA / VII. / 9-12 / 4 / k | | | | | |
| | | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| 13.6 | CA.3 | 1.8 | | CA / I. / 9-12 / 6 / a | | | | FA / I.A / 9-12 / 98 / # |
| | CA.5 | 1.10 | | CA / I. / 9-12 / 6 / d | | | | |
| | FA.1 | 3.3 | | CA / III. / 9-12 / 1 / a | | | | |
| | MA.4 | | | CA / III. / 9-12 / 1 / b | | | | |
| | | | | CA / III. / 9-12 / 1 / c | | | | |
| | | | | CA / III. / 9-12 / 1 / d | | | | |
| | | | | CA / III. / 9-12 / 1 / j | | | | |
| 13.7 | CA.3 | 1.6 | MA / I. / 9-12 / 98 / # | CA / I. / 9-12 / 6 / a | | | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.7 | | CA / I. / 9-12 / 6 / d | | | | |
| | CA.5 | 1.8 | | CA / II. / 9-12 / 3 / b | | | | |
| | FA.1 | 1.9 | | CA / II. / 9-12 / 3 / c | | | | |
| | MA.2 | 1.10 | | CA / II. / 9-12 / 4 / a | | | | |
| | MA.3 | 2.7 | | CA / II. / 9-12 / 4 / b | | | | |
| | | 3.1 | | CA / II. / 9-12 / 4 / c | | | | |
| | | 3.2 | | CA / II. / 9-12 / 4 / d | | | | |
| | | 3.3 | | CA / II. / 9-12 / 4 / e | | | | |
| | | 3.4 | | CA / II. / 9-12 / 4 / f | | | | |
| | | | | CA / II. / 9-12 / 4 / h | | | | |
| | | | | CA / II. / 9-12 / 5 / * | | | | |
| | | | | CA / III. / 9-12 / 1 / a | | | | |
| | | | | CA / III. / 9-12 / 1 / b | | | | |
| | | | | CA / III. / 9-12 / 1 / c | | | | |

**KEY:** * = may use all "to do" statements — # = same Frameworks as previous competency

98 = same Frameworks as previous competency — 99 = "to know" statements may not be applicable

Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | CA / III_ / 9-12 / 1 / d<br>CA / III_ / 9-12 / 1 / j<br>CA / III_ / 9-12 / 4 / a<br>CA / IV_ / 9-12 / 3 / a<br>CA / IV_ / 9-12 / 3 / b<br>CA / IV_ / 9-12 / 3 / e<br>CA / IV_ / 9-12 / 3 / f | | | | |
| 13.8 | CA.3<br>CA.4<br>CA.5<br>FA.1<br>MA.2<br>MA.3 | 1.6<br>1.7<br>1.8<br>1.9<br>1.10<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4 | MA / I_ / 9-12 / 98 / # | CA / I_ / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| 13.9 | CA.3<br>CA.4<br>CA.5<br>FA.1<br>MA.2<br>MA.3 | 1.6<br>1.7<br>1.8<br>1.9<br>1.10<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4 | MA / I_ / 9-12 / 98 / # | CA / I_ / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| 13.10 | CA.3<br>CA.4<br>CA.5<br>FA.1<br>MA.2<br>MA.3 | 1.6<br>1.7<br>1.8<br>1.9<br>1.10<br>2.7<br>3.1<br>3.2 | MA / I_ / 9-12 / 98 / # | CA / I_ / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |

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# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.3<br>3.4 | | | | | | |
| 13.11 | CA.3<br>CA.4<br>CA.5<br>FA.1<br>MA.2<br>MA.3 | 1.6<br>1.7<br>1.8<br>1.9<br>1.10<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4 | MA / I.L. / 9-12 / 98 / # | CA / I.L. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| 13.12 | CA.3<br>CA.4<br>CA.5<br>FA.1<br>MA.2<br>MA.3 | 1.6<br>1.7<br>1.8<br>1.9<br>1.10<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4 | MA / I.L. / 9-12 / 98 / # | CA / I.L. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| 14.1 | CA.3<br>CA.4<br>CA.5<br>FA.1<br>MA.2<br>MA.3 | 1.6<br>1.7<br>1.8<br>1.9<br>1.10<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4 | MA / I.L. / 9-12 / 98 / # | CA / I.L. / 9-12 / 98 / # | | SS / II.C / 9-12 / 7 / *<br>SS / III.D / 9-12 / 2 / * | HP / II.D / 9-12 / 1 / * | FA / I.A / 9-12 / 98 / # |
| 14.2 | CA.3<br>CA.5 | 1.4<br>1.6 | | CA / I.L. / 9-12 / 98 / # | SC / III.B / 9-12 / 3 / a<br>SC / III.C / 9-12 / 1 / a | SS / I.A / 9-12 / 98 / # | | FA / I.A / 9-12 / 98 / # |

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**KEY:**
* = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1996

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# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a<br>SC / III.C / 9-12 / 3 / a<br>SC / VI.B / 9-12 / 3 / a<br>SC / VIII.A / 9-12 / 3 / a | | | |
| 14.3 | CA.3<br>CA.5<br>FA.1 | 1.4<br>1.6<br>1.10 | | CA / I._ / 9-12 / 98 / # | | SS / I.A / 9-12 / 98 / # | | FA / I.A / 9-12 / 98 / # |
| 14.4 | CA.3<br>CA.4<br>CA.5<br>FA.1<br>MA.2<br>MA.3 | 1.6<br>1.7<br>1.8<br>1.9<br>1.10<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4 | MA / I._ / 9-12 / 98 / # | CA / I._ / 9-12 / 98 / # | SC / VI.B / 9-12 / 3 / a | SS / I.A / 9-12 / 98 / # | | FA / I.A / 9-12 / 98 / # |
| 14.5 | CA.3<br>CA.5<br>FA.1<br>SS.5<br>SS.7 | 1.4<br>1.5<br>1.8<br>1.10 | MA / VI._ / 9-12 / 1 / a<br>MA / VI._ / 9-12 / 1 / i<br>MA / VII._ / 9-12 / 4 / a<br>MA / VII._ / 9-12 / 4 / i<br>MA / VII._ / 9-12 / 4 / k | CA / I._ / 9-12 / 6 / a<br>CA / I._ / 9-12 / 6 / d<br>CA / III._ / 9-12 / 1 / a<br>CA / III._ / 9-12 / 1 / b<br>CA / III._ / 9-12 / 1 / c<br>CA / III._ / 9-12 / 1 / d<br>CA / III._ / 9-12 / 1 / j | SC / III.B / 9-12 / 4 / a | SS / I.D / 9-12 / 5 / *<br>SS / II.C / 9-12 / 3 / *<br>SS / II.C / 9-12 / 7 / *<br>SS / III.D / 9-12 / 2 / *<br>SS / IV.D / 9-12 / 2 / *<br>SS / IV.D / 9-12 / 3 / *<br>SS / IV.D / 9-12 / 4 / * | | FA / I.A / 9-12 / 98 / # |
| 14.6 | FA.1<br>MA.2 | 1.10<br>2.7 | MA / I._ / 9-12 / 1 / *<br>MA / I._ / 9-12 / 3 / *<br>MA / I._ / 9-12 / 4 / *<br>MA / II._ / 9-12 / 1 / h<br>MA / II._ / 9-12 / 2 / h<br>MA / II._ / 9-12 / 3 / h<br>MA / III._ / 9-12 / 3 / *<br>MA / IV._ / 9-12 / 3 / d<br>MA / V._ / 9-12 / 1 / a<br>MA / V._ / 9-12 / 1 / c | CA / I._ / 9-12 / 98 / # | | SS / II.C / 9-12 / 7 / *<br>SS / III.D / 9-12 / 2 / * | | FA / I.A / 9-12 / 98 / # |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 2 / a<br>MA / V.. / 9-12 / 2 / c<br>MA / V.. / 9-12 / 3 / a<br>MA / V.. / 9-12 / 3 / c<br>MA / V.. / 9-12 / 4 / a<br>MA / V.. / 9-12 / 4 / c<br>MA / VI.. / 9-12 / 1 / a<br>MA / VI.. / 9-12 / 1 / b<br>MA / VI.. / 9-12 / 1 / c<br>MA / VI.. / 9-12 / 1 / d<br>MA / VI.. / 9-12 / 1 / e<br>MA / VI.. / 9-12 / 1 / f<br>MA / VI.. / 9-12 / 1 / g<br>MA / VI.. / 9-12 / 1 / h<br>MA / VI.. / 9-12 / 1 / i<br>MA / VI.. / 9-12 / 2 / a<br>MA / VI.. / 9-12 / 2 / b<br>MA / VI.. / 9-12 / 2 / c<br>MA / VI.. / 9-12 / 2 / d<br>MA / VI.. / 9-12 / 2 / e<br>MA / VI.. / 9-12 / 2 / f<br>MA / VI.. / 9-12 / 2 / g<br>MA / VI.. / 9-12 / 2 / h<br>MA / VI.. / 9-12 / 2 / i<br>MA / VI.. / 9-12 / 3 / a<br>MA / VI.. / 9-12 / 3 / b<br>MA / VI.. / 9-12 / 3 / c<br>MA / VI.. / 9-12 / 3 / d<br>MA / VI.. / 9-12 / 3 / e<br>MA / VI.. / 9-12 / 3 / f<br>MA / VI.. / 9-12 / 3 / g<br>MA / VI.. / 9-12 / 3 / h<br>MA / VI.. / 9-12 / 3 / i<br>MA / VII.. / 9-12 / 4 / a<br>MA / VII.. / 9-12 / 4 / i | | | | | |

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Competency Profile Date: 1996

# Drafting

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 14.7 | CA 3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / a | | SS / I.A / 9-12 / 98 / # | | FA / I.A / 9-12 / 98 / # |
| | CA 4 | 1.7 | | CA / I.. / 9-12 / 6 / d | | | | |
| | CA 5 | 1.8 | | CA / II.. / 9-12 / 3 / b | | | | |
| | FA 1 | 1.9 | | CA / II.. / 9-12 / 3 / c | | | | |
| | MA 2 | 1.10 | | CA / II.. / 9-12 / 4 / a | | | | |
| | MA 3 | 2.7 | | CA / II.. / 9-12 / 4 / b | | | | |
| | | 3.1 | | CA / II.. / 9-12 / 4 / c | | | | |
| | | 3.2 | | CA / II.. / 9-12 / 4 / d | | | | |
| | | 3.3 | | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.4 | | CA / II.. / 9-12 / 4 / f | | | | |

KEY: ' = may use all 'to do' statements # = same Frameworks as previous competency
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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | CA / II.. / 9-12 / 4 / h | | | | |
| | | | | CA / II.. / 9-12 / 5 / * | | | | |
| | | | | CA / III.. / 9-12 / 1 / a | | | | |
| | | | | CA / III.. / 9-12 / 1 / b | | | | |
| | | | | CA / III.. / 9-12 / 1 / c | | | | |
| | | | | CA / III.. / 9-12 / 1 / d | | | | |
| | | | | CA / III.. / 9-12 / 1 / j | | | | |
| | | | | CA / III.. / 9-12 / 4 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | | CA / IV.. / 9-12 / 3 / f | | | | |
| 14.8 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / I.A / 9-12 / 98 / # | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | FA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 14.9 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / I.A / 9-12 / 98 / # | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | FA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 14.10 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / I.A / 9-12 / 98 / # | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |

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# = same Frameworks as previous competency
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# Drafting

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | FA.1 | 1.9 |  |  |  |  |  |  |
|  | MA.2 | 1.10 |  |  |  |  |  |  |
|  | MA.3 | 2.7 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.4 |  |  |  |  |  |  |
| 15.1 | CA.3 | 1.6 |  | CA / I.. / 9-12 / 6 / a |  |  |  |  |
|  | CA.4 | 1.7 |  | CA / I.. / 9-12 / 6 / d |  |  |  |  |
|  | CA.5 | 1.8 |  | CA / III.. / 9-12 / 1 / a |  |  |  |  |
|  |  | 1.9 |  | CA / III.. / 9-12 / 1 / b |  |  |  |  |
|  |  | 1.10 |  | CA / III.. / 9-12 / 1 / c |  |  |  |  |
|  |  | 2.7 |  | CA / III.. / 9-12 / 1 / d |  |  |  |  |
|  |  | 3.1 |  | CA / III.. / 9-12 / 1 / j |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.4 |  |  |  |  |  |  |
| 15.2 | CA.3 | 1.4 |  | CA / I.. / 9-12 / 98 / # | SC / III.B / 9-12 / 4 / a | SS / I.D / 9-12 / 5 / * |  |  |
|  | CA.5 | 1.5 |  |  |  | SS / II.C / 9-12 / 3 / * |  |  |
|  | SS.5 | 1.8 |  |  |  | SS / IV.D / 9-12 / 2 / * |  |  |
|  | SS.7 | 1.10 |  |  |  | SS / IV.D / 9-12 / 3 / * |  |  |
|  |  |  |  |  |  | SS / IV.D / 9-12 / 4 / * |  |  |
| 15.3 | CA.3 | 1.6 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | SC / III.B / 9-12 / 4 / a |  |  | FA / IV.B / 9-12 / 1 / a |
|  | CA.4 | 1.7 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d |  |  |  | FA / IV.B / 9-12 / 1 / b |
|  | CA.5 | 1.8 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b |  |  |  | FA / IV.B / 9-12 / 3 / a |
|  | FA.1 | 1.9 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c |  |  |  | FA / IV.B / 9-12 / 3 / b |
|  | MA.2 | 1.10 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a |  |  |  | FA / IV.C / 9-12 / 3 / a |
|  | MA.3 | 2.7 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b |  |  |  | FA / IV.C / 9-12 / 3 / b |
|  |  | 3.1 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c |  |  |  | FA / IV.C / 9-12 / 4 / a |
|  |  | 3.2 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d |  |  |  | FA / IV.C / 9-12 / 4 / b |
|  |  | 3.3 | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e |  |  |  | FA / IV.C / 9-12 / 5 / a |
|  |  | 3.4 | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f |  |  |  | FA / IV.C / 9-12 / 5 / b |
|  |  |  | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a |  |  |  |  |

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# Drafting

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / f | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / f | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 16.1 | CA.3 | 1.6 | | CA / I.. / 9-12 / 6 / a | | | | |
| | CA.5 | 1.7 | | CA / I.. / 9-12 / 6 / d | | | | |
| | | 1.8 | | CA / III.. / 9-12 / 1 / a | | | | |
| | | 1.9 | | CA / III.. / 9-12 / 1 / b | | | | |
| | | 1.10 | | CA / III.. / 9-12 / 1 / c | | | | |
| | | 2.7 | | CA / III.. / 9-12 / 1 / d | | | | |
| | | 3.1 | | CA / III.. / 9-12 / 1 / j | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 16.2 | CA.3 | 1.6 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | | | FA / IV.B / 9-12 / 1 / a |
| | CA.4 | 1.7 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | FA / IV.B / 9-12 / 1 / b |
| | CA.5 | 1.8 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / a |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.1 | 1.9 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | FA / IV.B / 9-12 / 3 / b |
| | MA.2 | 1.10 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 3 / a |
| | MA.3 | 2.7 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 3 / b |
| | | 3.1 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | FA / IV.C / 9-12 / 4 / a |
| | | 3.2 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | FA / IV.C / 9-12 / 4 / b |
| | | 3.3 | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | FA / IV.C / 9-12 / 5 / a |
| | | 3.4 | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | FA / IV.C / 9-12 / 5 / b |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1996

# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 17.1 | CA.3 | 1.6 | | CA / I.. / 9-12 / 6 / a | SC / IV.C / 9-12 / 1 / a | | | |
| | CA.4 | 1.7 | | CA / I.. / 9-12 / 6 / d | SC / IV.C / 9-12 / 2 / a | | | |
| | CA.5 | 1.8 | | CA / III.. / 9-12 / 1 / a | SC / IV.C / 9-12 / 3 / a | | | |

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**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 1.9 | | CA / III.. / 9-12 / 1 / b | | | | |
| | | 1.10 | | CA / III.. / 9-12 / 1 / c | | | | |
| | | 2.7 | | CA / III.. / 9-12 / 1 / d | | | | |
| | | 3.1 | | CA / III.. / 9-12 / 1 / j | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 17.2 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | SS / I.D / 9-12 / 5 / * | | |
| | CA.5 | 1.5 | | | | SS / II.C / 9-12 / 3 / * | | |
| | SS.5 | 1.8 | | | | SS / IV.D / 9-12 / 2 / * | | |
| | SS.7 | 1.10 | | | | SS / IV.D / 9-12 / 3 / * | | |
| | | | | | | SS / IV.D / 9-12 / 4 / * | | |
| 17.3 | CA.3 | 1.6 | | CA / I.. / 9-12 / 98 / # | SC / IV.A / 9-12 / 1 / a | | | |
| | CA.4 | 1.7 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | CA.5 | 1.8 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | | 1.9 | | | SC / IV.C / 9-12 / 3 / a | | | |
| | | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 17.4 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | SC / IV.C / 9-12 / 1 / a | | | FA / IV.B / 9-12 / 1 / a |
| | CA.4 | 1.5 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | SC / IV.C / 9-12 / 2 / a | | | FA / IV.B / 9-12 / 1 / b |
| | CA.5 | 1.6 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | SC / IV.C / 9-12 / 3 / a | | | FA / IV.B / 9-12 / 3 / a |
| | FA.1 | 1.7 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | FA / IV.B / 9-12 / 3 / b |
| | MA.2 | 1.8 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 3 / a |
| | MA.3 | 1.9 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 3 / b |
| | | 1.10 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | FA / IV.C / 9-12 / 4 / a |
| | | 2.7 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | FA / IV.C / 9-12 / 4 / b |
| | | 3.1 | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | FA / IV.C / 9-12 / 5 / a |
| | | 3.2 | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | FA / IV.C / 9-12 / 5 / b |
| | | 3.3 | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.4 | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 17.5 | CA.3 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.5 | | | | | | |
| | CA.5 | 1.6 | | | | | | |
| | FA.1 | 1.7 | | | | | | |
| | MA.2 | 1.8 | | | | | | |
| | MA.3 | 1.9 | | | | | | |
| | | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 18.1 | CA.3 | 1.6 | MA / VI.. / 9-12 / 1 / a | CA / I.. / 9-12 / 6 / a | | | | |

# *Drafting*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.4 | 1.7 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 6 / d | | | | |
| | CA.5 | 1.8 | MA / VII.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | MA.2 | 1.9 | MA / VII.. / 9-12 / 4 / i | CA / III.. / 9-12 / 1 / b | | | | |
| | MA.3 | 1.10 | MA / VII.. / 9-12 / 4 / k | CA / III.. / 9-12 / 1 / c | | | | |
| | | 2.7 | | CA / III.. / 9-12 / 1 / d | | | | |
| | | 3.1 | | CA / III.. / 9-12 / 1 / j | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 18.2 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | SS / I.D / 9-12 / 5 / * | | |
| | CA.5 | 1.5 | | | | SS / II.C / 9-12 / 3 / * | | |
| | | 1.8 | | | | SS / IV.D / 9-12 / 2 / * | | |
| | | 1.10 | | | | SS / IV.D / 9-12 / 3 / * | | |
| | | | | | | SS / IV.D / 9-12 / 4 / * | | |
| 18.3 | CA.3 | 1.6 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | | | FA / IV.B / 9-12 / 1 / a |
| | CA.4 | 1.7 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | FA / IV.B / 9-12 / 1 / b |
| | CA.5 | 1.8 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / a |
| | FA.1 | 1.9 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | FA / IV.B / 9-12 / 3 / b |
| | MA.2 | 1.10 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 3 / a |
| | MA.3 | 2.7 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 3 / b |
| | | 3.1 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | FA / IV.C / 9-12 / 4 / a |
| | | 3.2 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | FA / IV.C / 9-12 / 4 / b |
| | | 3.3 | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | FA / IV.C / 9-12 / 5 / a |
| | | 3.4 | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | FA / IV.C / 9-12 / 5 / b |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |

**KEY:**
* = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |

**KEY:**
' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 18.4 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | FA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 18.5 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | FA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 18.6 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |

**KEY:** ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | CA.4 | 1.7 |  |  |  |  |  |  |
|  | CA.5 | 1.8 |  |  |  |  |  |  |
|  | FA.1 | 1.9 |  |  |  |  |  |  |
|  | MA.2 | 1.10 |  |  |  |  |  |  |
|  | MA.3 | 2.7 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.4 |  |  |  |  |  |  |
| 18.7 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # |  |  |  | FA / I.A / 9-12 / 98 / # |
|  | CA.4 | 1.7 | MA / X.. / 9-12 / 1 / a |  |  |  |  |  |
|  | CA.5 | 1.8 |  |  |  |  |  |  |
|  | FA.1 | 1.9 |  |  |  |  |  |  |
|  | MA.2 | 1.10 |  |  |  |  |  |  |
|  | MA.3 | 2.7 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.4 |  |  |  |  |  |  |
| 19.1 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # |  | SS / III.E / 9-12 / 4 / * |  | FA / I.A / 9-12 / 98 / # |
|  | CA.4 | 1.7 |  |  |  |  |  |  |
|  | CA.5 | 1.8 |  |  |  |  |  |  |
|  | FA.1 | 1.9 |  |  |  |  |  |  |
|  | MA.2 | 1.10 |  |  |  |  |  |  |
|  | MA.3 | 2.7 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.4 |  |  |  |  |  |  |
| 19.2 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # |  | SS / III.E / 9-12 / 4 / * |  | FA / I.A / 9-12 / 98 / # |
|  | CA.4 | 1.7 |  |  |  |  |  |  |
|  | CA.5 | 1.8 |  |  |  |  |  |  |
|  | FA.1 | 1.9 |  |  |  |  |  |  |
|  | MA.2 | 1.10 |  |  |  |  |  |  |
|  | MA.3 | 2.7 |  |  |  |  |  |  |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 19.3 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.E / 9-12 / 4 / * | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | FA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 19.4 | CA.3 | 1.6 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | SS / III.E / 9-12 / 4 / * | | FA / IV.C / 9-12 / 3 / a |
| | CA.4 | 1.7 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | FA / IV.C / 9-12 / 3 / b |
| | CA.5 | 1.8 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | FA / IV.C / 9-12 / 4 / a |
| | FA.1 | 1.9 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | FA / IV.C / 9-12 / 4 / b |
| | MA.2 | 1.10 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 5 / a |
| | MA.3 | 2.7 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 5 / b |
| | | 3.1 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | |
| | | 3.2 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | |
| | | 3.3 | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.4 | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / iii.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |

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# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |

**KEY:** * = may use all "to do" statements
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# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VIII.. / 9-12 / 3 / l | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 19.5 | CA 3 | 1.6 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | SS / III.E / 9-12 / 4 / * | | FA / IV.C / 9-12 / 3 / a |
| | CA 4 | 1.7 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | FA / IV.C / 9-12 / 3 / b |
| | CA 5 | 1.8 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | FA / IV.C / 9-12 / 4 / a |
| | FA 1 | 1.9 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | FA / IV.C / 9-12 / 4 / b |
| | MA 2 | 1.10 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 5 / a |
| | MA 3 | 2.7 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 5 / b |
| | | 3.1 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | |
| | | 3.2 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | |
| | | 3.3 | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.4 | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |

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98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |

| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 20.1 | CA.3 | 1.6 | | CA / I.. / 9-12 / 6 / a | SC / III.B / 9-12 / 3 / a | SS / I.D / 9-12 / 5 / * | | |
| | CA.4 | 1.7 | | CA / I.. / 9-12 / 6 / d | SC / III.C / 9-12 / 1 / a | SS / II.C / 9-12 / 3 / * | | |
| | CA.5 | 1.8 | | CA / III.. / 9-12 / 1 / a | SC / III.C / 9-12 / 2 / a | SS / IV.D / 9-12 / 2 / * | | |
| | | 1.9 | | CA / III.. / 9-12 / 1 / b | SC / III.C / 9-12 / 3 / a | SS / IV.D / 9-12 / 3 / * | | |
| | | 1.10 | | CA / III.. / 9-12 / 1 / c | | SS / IV.D / 9-12 / 4 / * | | |
| | | 2.7 | | CA / III.. / 9-12 / 1 / d | | | | |
| | | 3.1 | | CA / III.. / 9-12 / 1 / j | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 20.2 | CA.3 | 1.6 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / a | | | | FA / IV.B / 9-12 / 1 / a |
| | CA.4 | 1.7 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / d | | | | FA / IV.B / 9-12 / 1 / b |
| | CA.5 | 1.8 | MA / I.. / 9-12 / 4 / * | CA / II.. / 9-12 / 3 / b | | | | FA / IV.B / 9-12 / 3 / a |
| | FA.1 | 1.9 | MA / II.. / 9-12 / 1 / h | CA / II.. / 9-12 / 3 / c | | | | FA / IV.B / 9-12 / 3 / b |
| | MA.2 | 1.10 | MA / II.. / 9-12 / 2 / h | CA / II.. / 9-12 / 4 / a | | | | FA / IV.C / 9-12 / 3 / a |
| | MA.3 | 2.7 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / b | | | | FA / IV.C / 9-12 / 3 / b |
| | | 3.1 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / c | | | | FA / IV.C / 9-12 / 4 / a |
| | | 3.2 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 4 / d | | | | FA / IV.C / 9-12 / 4 / b |
| | | 3.3 | MA / V.. / 9-12 / 1 / a | CA / II.. / 9-12 / 4 / e | | | | FA / IV.C / 9-12 / 5 / a |
| | | 3.4 | MA / V.. / 9-12 / 1 / c | CA / II.. / 9-12 / 4 / f | | | | FA / IV.C / 9-12 / 5 / b |
| | | | MA / V.. / 9-12 / 2 / a | CA / II.. / 9-12 / 4 / h | | | | |

**KEY:**
* = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

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# *Drafting*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education- | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 2 / c | CA / II.. / 9-12 / 5 / * | | | | |
| | | | MA / V.. / 9-12 / 3 / a | CA / III.. / 9-12 / 1 / a | | | | |
| | | | MA / V.. / 9-12 / 3 / c | CA / III.. / 9-12 / 1 / b | | | | |
| | | | MA / V.. / 9-12 / 4 / a | CA / III.. / 9-12 / 1 / c | | | | |
| | | | MA / V.. / 9-12 / 4 / c | CA / III.. / 9-12 / 1 / d | | | | |
| | | | MA / VI.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / j | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | CA / III.. / 9-12 / 4 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 3 / a | | | | |
| | | | MA / VI.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 3 / b | | | | |
| | | | MA / VI.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 3 / e | | | | |
| | | | MA / VI.. / 9-12 / 1 / f | CA / IV.. / 9-12 / 3 / f | | | | |
| | | | MA / VI.. / 9-12 / 1 / g | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / a | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / c | | | | | |
| | | | MA / VI.. / 9-12 / 2 / d | | | | | |
| | | | MA / VI.. / 9-12 / 2 / e | | | | | |
| | | | MA / VI.. / 9-12 / 2 / f | | | | | |
| | | | MA / VI.. / 9-12 / 2 / g | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / a | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / c | | | | | |
| | | | MA / VI.. / 9-12 / 3 / d | | | | | |
| | | | MA / VI.. / 9-12 / 3 / e | | | | | |
| | | | MA / VI.. / 9-12 / 3 / f | | | | | |
| | | | MA / VI.. / 9-12 / 3 / g | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / k | | | | | |

**KEY:** * = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VII.. / 9-12 / 5 / a | | | | | |
| | | | MA / VII.. / 9-12 / 5 / i | | | | | |
| | | | MA / VII.. / 9-12 / 5 / k | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / b | | | | | |
| | | | MA / IX.. / 9-12 / 2 / d | | | | | |
| | | | MA / IX.. / 9-12 / 3 / b | | | | | |
| | | | MA / IX.. / 9-12 / 3 / d | | | | | |
| | | | MA / IX.. / 9-12 / 4 / b | | | | | |
| | | | MA / IX.. / 9-12 / 4 / d | | | | | |
| | | | MA / X.. / 9-12 / 1 / a | | | | | |
| | | | MA / X.. / 9-12 / 4 / a | | | | | |
| | | | MA / X.. / 9-12 / 5 / a | | | | | |
| 20.3 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | FA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 20.4 | CA.3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |

KEY: ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA 4 | 1.7 | | | | | | |
| | CA 5 | 1.8 | | | | | | |
| | FA 1 | 1.9 | | | | | | |
| | MA 2 | 1.10 | | | | | | |
| | MA 3 | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 20.5 | CA 3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA 4 | 1.7 | | | | | | |
| | CA 5 | 1.8 | | | | | | |
| | FA 1 | 1.9 | | | | | | |
| | MA 2 | 1.10 | | | | | | |
| | MA 3 | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 20.6 | CA 3 | 1.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / I.A / 9-12 / 98 / # |
| | CA 4 | 1.7 | | | | | | |
| | CA 5 | 1.8 | | | | | | |
| | FA 1 | 1.9 | | | | | | |
| | MA 2 | 1.10 | | | | | | |
| | MA 3 | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| 21.1 | CA 1 | 4.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA 3 | 4.3 | | | | | | |
| 21.2 | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |

**KEY:** * = may use all "to do" statements
# = same Frameworks as previous competency
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99 = "to know" statements may not be applicable

''NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Electrical Trades*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A.1 | CA.1 | 1.10<br>4.1<br>4.7 | | CA / I.. / 9-12 / 1 / b | | | | |
| A.2 | SC.1 | 4.7 | | CA / IV.. / 9-12 / 1 / e | | | | |
| A.3 | HP.5 | 4.7 | | | | | | |
| A.4 | HP.1 | 4.6<br>4.7 | | | | | HP / V.C / 9-12 / 1 / * | |
| A.5 | | 4.3<br>4.7 | | | | | | |
| A.6 | | 4.7 | | | | | | |
| A.7 | | 4.7 | | | | | HP / V.C / 9-12 / 1 / * | |
| B.1 | SC.1 | 1.3<br>3.1 | | | SC / IV.B / 9-12 / 3 / a | | | |
| B.2 | SC.1 | 3.1 | MA / I.. / 9-12 / 1 / *<br>MA / IX.. / 9-12 / 3 / * | | | | | |
| B.3 | SC.1 | 3.1 | MA / I.. / 9-12 / 1 / a<br>MA / IX.. / 9-12 / 3 / * | | | | | |
| B.4 | SC.1 | 3.1 | MA / I.. / 9-12 / 1 / a<br>MA / IX.. / 9-12 / 3 / * | | | | | |
| C.1 | MA.1 | 1.10 | MA / VI.. / 9-12 / 1 / i | | | | | |
| C.2 | MA.1 | 1.10 | MA / VI.. / 9-12 / 1 / i | | | | | |
| C.3 | | 1.10<br>2.5 | | | | | | |
| C.4 | | 1.10<br>2.5 | | | | | | |
| C.5 | | 1.10<br>2.5 | | | | | | |
| C.6 | | 1.10<br>2.5 | | | | | | |

**KEY:**
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# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1989

# Electrical Trades

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| C.7 | | 1.10<br>2.5 | | | | | | |
| C.8 | | 1.10<br>2.5 | | | | | | |
| D.1 | CA.3 | 1.1<br>3.1<br>3.6 | | CA / I.. / 9-12 / 1 / b | | SS / II.A / 9-12 / 4 / m | | |
| D.2 | CA.3 | 3.1<br>3.5<br>3.6 | | CA / I.. / 9-12 / 1 / b | | | | |
| D.3 | CA.3 | 3.4<br>3.5 | | CA / I.. / 9-12 / 2 / a | | | | |
| D.4 | CA.3 | 3.1<br>3.4<br>3.5 | | CA / I.. / 9-12 / 1 / b | | | | |
| D.5 | CA.6<br>SS.6 | 1.2<br>1.8 | | CA / I.. / 9-12 / 1 / b | | | | |
| D.6 | CA.3<br>MA.1 | 1.2<br>1.10 | MA / I.. / 9-12 / 2 / '<br>MA / I.. / 9-12 / 3 / '<br>MA / I.. / 9-12 / 4 / ' | CA / I.. / 9-12 / 1 / b | | | | |
| D.7 | CA.5<br>MA.2 | 2.1 | | CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / c<br>CA / I.. / 9-12 / 6 / d | | | | |
| E.1 | CA.5 | 1.8 | | CA / I.. / 9-12 / 2 / b | | | | FA / IV.D / 9-12 / 1 / d |
| E.2 | CA.3 | 1.8 | MA / VIII.. / 9-12 / 2 / e | CA / I.. / 9-12 / 1 / b | | | | |
| E.3 | CA.5 | 1.8 | | CA / I.. / 9-12 / 1 / ' | | | | |
| E.4 | CA.5 | 1.8 | | CA / I.. / 9-12 / 1 / ' | | | | |
| E.5 | MA.1 | 3.8 | MA / V.. / 9-12 / 1 / ' | | | | | |
| F.1 | | 1.10 | | | | | | |
| F.2 | | 1.10 | | | | | | |

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99 = 'to know' statements may not be applicable

# *Electrical Trades*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| F.3 | | 1.10 | | | | | | |
| F.4 | | 1.10 | | | | | | |
| F.5 | | 1.10 | | | | | | |
| F.6 | | 1.10 | | | | | | |
| F.7 | | 1.10 | | | | | | |
| F.8 | | 1.10 | MA / VI.. / 9-12 / 1 / * | | | | | |
| F.9 | | 1.10 | | | | | | |
| F.10 | | 1.10 | | | | | | |
| F.11 | | 1.10 | | | | | | |
| F.12 | | 1.10 | | | | | | |
| F.13 | CA 3 | 1.10 | | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / c<br>CA / I.. / 9-12 / 6 / d | | | | |
| G.1 | MA 1 | 1.10<br>3.8 | MA / V.. / 9-12 / 1 / * | | | | | |
| G.2 | CA 5 | 1.10 | | CA / I.. / 9-12 / 1 / b | | | | |
| G.3 | | 1.10 | | | | | | |
| G.4 | | | | CA / I.. / 9-12 / 1 / b | | | | |
| G.5 | | 1.10 | | | | | | |
| G.6 | | 2.1<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / d |
| G.7 | | 2.1<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / d |
| G.8 | | 1.10<br>2.1 | | | | | | FA / IV.D / 9-12 / 1 / d |
| G.9 | | 1.10<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / d |

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98 = same Frameworks as previous competency
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Competency Profile Date: 1989

# Electrical Trades

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| G.10 | | 1.10<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / d |
| G.11 | | 1.10<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / d |
| G.12 | | 1.10<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / d |
| G.13 | | 1.10<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / d |
| G.14 | | 1.10<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / d |
| G.15 | | 1.10<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / d |
| G.16 | | 1.10<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / d |
| G.17 | | 1.10<br>2.5 | | | | | | FA / IV.D / 9-12 / 1 / d |
| H.1 | | 1.4<br>1.10<br>2.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| H.2 | | 1.4<br>1.10<br>2.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| H.3 | | 1.4<br>1.10<br>2.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| I.1 | CA.1<br>CA.3 | 4.2<br>4.3 | | CA / I.. / 9-12 / 1 / b | | | | |
| I.2 | | 4.4<br>4.5<br>4.6 | | | | | | |
| I.3 | CA.5 | 4.3<br>4.4 | | CA / I.. / 9-12 / 3 / b | | | | |

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98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

Competency Profile Date: 1989

# *Electrical Trades*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| I.4 | CA.1 | 2.1<br>2.2<br>2.3<br>2.7 | | | | | | |
| I.5 | | 2.3<br>4.4 | | | | | | |
| I.6 | CA.1 | 2.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| I.7 | | 4.4 | | | | | | |
| I.8 | | 4.3 | | | | | | |
| I.9 | | 2.6<br>4.8 | | | | | | |
| I.10 | CA.6 | 4.6 | | | | | | |
| J.1 | | | | | | | | |
| J.2 | | | | | | | | |
| J.3 | | | | | | | | |
| J.4 | | | | | | | | |
| J.5 | | | | | | | | |
| J.6 | | | | | | | | |
| J.7 | | | | | | | | |
| J.8 | | | | | | | | |
| J.9 | | | | | | | | |
| J.10 | | | | | | | | |
| J.11 | | | | | | | | |
| J.12 | | | | | | | | |
| J.13 | | | | | | | | |
| J.14 | | | | | | | | |
| J.15 | | | | | | | | |

**KEY:**
' = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| J.16 | | | | | | | | |
| J.17 | | | | | | | | |
| J.18 | | | | | | | | |
| J.19 | | | | | | | | |
| J.20 | | | | | | | | |
| J.21 | | | | | | | | |

KEY: ' = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

NOTES: * = Core Competencies (essential for the first day on the job). Numbers in brackets [e.g., A01] represent the IDs used in computerized tracking software. Numbers in parentheses at the end of each competency apply to national skill standards by EIA/EIF. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# Electronics

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 01.1 | CA.3<br>HP.7<br>SC.1<br>SS.3 | 1.5<br>3.2<br>3.3<br>4.1<br>4.7 | | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 1 / d | | SS / I.A / 9-12 / 6 / *<br>SS / II.A / 9-12 / 4 / * | HP / III.B / 9-12 / 4 / *<br>HP / V.C / 9-12 / 2 / a<br>HP / V.C / 9-12 / 2 / b | |
| 01.2 | CA.3<br>CA.6<br>HP.5<br>HP.7<br>SC.1<br>SS.3 | 1.5<br>1.10<br>3.1<br>3.7<br>4.7 | | CA / I.. / 9-12 / 98 / # | | SS / I.A / 9-12 / 6 / *<br>SS / II.A / 9-12 / 4 / * | HP / III.B / 9-12 / 4 / * | |
| 01.3 | CA.3<br>CA.6<br>HP.5<br>HP.7<br>SS.3 | 1.5<br>1.10<br>3.1<br>3.2<br>3.3<br>4.7 | | CA / I.. / 9-12 / 98 / # | | SS / I.A / 9-12 / 6 / *<br>SS / II.A / 9-12 / 4 / * | HP / III.B / 9-12 / 2 / b<br>HP / III.B / 9-12 / 4 / *<br>HP / III.D / 9-12 / 1 / a<br>HP / V.C / 9-12 / 2 / a<br>HP / V.C / 9-12 / 2 / b | |
| 01.4 | CA.3<br>CA.6<br>HP.5<br>SS.3 | 1.10<br>3.1<br>3.2<br>3.3<br>4.7 | | | | SS / I.A / 9-12 / 6 / *<br>SS / II.A / 9-12 / 4 / * | HP / III.B / 9-12 / 4 / *<br>HP / V.C / 9-12 / 2 / a<br>HP / V.C / 9-12 / 2 / b | |
| 01.5 | CA.3<br>CA.6<br>HP.5<br>SS.3 | 1.10<br>3.2<br>3.3<br>4.7 | | | | SS / I.A / 9-12 / 6 / *<br>SS / II.A / 9-12 / 4 / * | | |
| 01.6 | CA.3<br>CA.6<br>HP.5<br>SC.1<br>SS.3 | 1.10<br>3.2<br>3.3<br>4.7 | | | | SS / I.A / 9-12 / 6 / *<br>SS / II.A / 9-12 / 4 / * | HP / V.C / 9-12 / 2 / a<br>HP / V.C / 9-12 / 2 / b | |
| 01.7 | CA.3 | 1.5 | | | | SS / I.A / 9-12 / 6 / * | | |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1995

# Electronics

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | 1.10 | | | | SS / II.A / 9-12 / 4 / * | | |
| | HP.5 | 3.1 | | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SS.3 | 3.3 | | | | | | |
| | | 4.7 | | | | | | |
| 02.1 | CA.1 | 1.3 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 1.6 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 1 / d | | | | |
| | CA.4 | 1.8 | MA / I.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 2.1 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 2.2 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 3.1 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.4 | 3.2 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.5 | 3.3 | MA / II.. / 9-12 / 2 / h | | | | | |
| | SC.1 | 3.5 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.2 | | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | | MA / II.. / 9-12 / 4 / e | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / * | | | | | |
| | | | MA / III.. / 9-12 / 2 / * | | | | | |
| | | | MA / III.. / 9-12 / 3 / * | | | | | |
| | | | MA / III.. / 9-12 / 4 / * | | | | | |
| | | | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 1 / l | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / l | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VI.. / 9-12 / 3 / l | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / * | | | | | |
| 02.2 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.3 | | | | | | |
| | CA.4 | 1.6 | | | | | | |
| | CA.6 | 1.8 | | | | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 2.1 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | MA.4 | 3.2 | | | | | | |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.5 | 3.3 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.7 | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 02.3 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.3 | | | | | | |
| | CA.4 | 1.6 | | | | | | |
| | CA.6 | 1.7 | | | | | | |
| | MA.1 | 1.8 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.1 | 3.3 | | | | | | |
| | SC.7 | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 02.4 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.3 | | | | | | |
| | CA.4 | 1.6 | | | | | | |
| | CA.6 | 1.7 | | | | | | |
| | MA.1 | 1.8 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.1 | 3.3 | | | | | | |
| | SC.7 | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 02.5 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.3 | | | | | | |
| | CA.4 | 1.6 | | | | | | |
| | CA.6 | 1.7 | | | | | | |
| | MA.1 | 1.8 | | | | | | |

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**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency

98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

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# *Electronics*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.1 | 3.3 | | | | | | |
| | SC.7 | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 02.6 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.3 | | | | | | |
| | CA.4 | 1.6 | | | | | | |
| | CA.6 | 1.7 | | | | | | |
| | MA.1 | 1.8 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.1 | 3.3 | | | | | | |
| | SC.7 | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 02.7 | CA.1 | 1.3 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.10 | | | | | | |
| | CA.6 | 3.1 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | MA.3 | 3.5 | | | | | | |
| | MA.4 | 4.1 | | | | | | |
| | MA.5 | | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| | SC.7 | | | | | | | |
| 02.8 | CA.1 | 1.3 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.6 | | | | | | |

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Competency Profile Date: 1995

# Electronics

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.4 | 1.10 | | | | | | |
| | CA.6 | 2.1 | | | | | | |
| | MA.1 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.3 | 3.3 | | | | | | |
| | MA.4 | 3.5 | | | | | | |
| | MA.5 | 4.1 | | | | | | |
| | SC.1 | | | | | | | |
| | SC.7 | | | | | | | |
| 02.9 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.3 | | | | | | |
| | CA.4 | 1.6 | | | | | | |
| | CA.6 | 1.7 | | | | | | |
| | MA.1 | 1.8 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.1 | 3.3 | | | | | | |
| | SC.7 | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 02.10 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.3 | | | | | | |
| | CA.4 | 1.6 | | | | | | |
| | CA.6 | 1.7 | | | | | | |
| | MA.1 | 1.8 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.1 | 3.3 | | | | | | |
| | SC.7 | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 02.11 | CA.1 | 1.1 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.3 | MA / V.. / 9-12 / 2 / * | | | | | |
| | CA.4 | 1.6 | MA / V.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 1.7 | MA / V.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 1.8 | MA / IX.. / 9-12 / 2 / * | | | | | |
| | MA.2 | 1.10 | MA / IX.. / 9-12 / 3 / * | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.1 | 3.3 | | | | | | |
| | SC.7 | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 02.12 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 4 / a | | | |
| | CA.3 | 1.3 | | | | | | |
| | CA.4 | 1.6 | | | | | | |
| | CA.6 | 1.7 | | | | | | |
| | SC.1 | 1.8 | | | | | | |
| | SC.7 | 1.10 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 02.13 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.3 | MA / I.. / 9-12 / 2 / * | | | | | |
| | CA.4 | 1.6 | MA / I.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 1.7 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 1.8 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.10 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 2.1 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 3.1 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 3.2 | MA / II.. / 9-12 / 3 / e | | | | | |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.3 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.5 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.6 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 4.1 | MA / III.. / 9-12 / 1 / * | | | | | |
| | | | MA / III.. / 9-12 / 2 / * | | | | | |
| | | | MA / III.. / 9-12 / 3 / * | | | | | |
| | | | MA / III.. / 9-12 / 4 / * | | | | | |
| | | | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VI.. / 9-12 / 1 / b | | | | | |
| | | | MA / VI.. / 9-12 / 1 / h | | | | | |
| | | | MA / VI.. / 9-12 / 1 / i | | | | | |
| | | | MA / VI.. / 9-12 / 1 / l | | | | | |
| | | | MA / VI.. / 9-12 / 2 / b | | | | | |
| | | | MA / VI.. / 9-12 / 2 / h | | | | | |
| | | | MA / VI.. / 9-12 / 2 / i | | | | | |
| | | | MA / VI.. / 9-12 / 2 / l | | | | | |
| | | | MA / VI.. / 9-12 / 3 / b | | | | | |
| | | | MA / VI.. / 9-12 / 3 / h | | | | | |
| | | | MA / VI.. / 9-12 / 3 / l | | | | | |

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# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

## Electronics

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 3 / a | | | | | |
| | | | MA / VII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / h | | | | | |
| | | | MA / VIII.. / 9-12 / 4 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / * | | | | | |
| 02.14 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.3 | | | | | | |
| | CA.4 | 1.6 | | | | | | |
| | CA.6 | 1.7 | | | | | | |
| | MA.1 | 1.8 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.1 | 3.3 | | | | | | |
| | SC.7 | 3.5 | | | | | | |

| KEY: | |
|---|---|
| * = may use all "to do" statements | # = same Frameworks as previous competency |
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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 02.15 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 1.3 | | CA / I.. / 9-12 / 1 / d | | | | |
| | CA.4 | 1.6 | | | | | | |
| | CA.6 | 1.7 | | | | | | |
| | MA.1 | 1.8 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | MA.4 | 3.1 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.1 | 3.3 | | | | | | |
| | SC.7 | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 03.1 | CA.3 | 1.10 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.6 | 3.1 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.7 | | | | | | |
| 03.2 | CA.1 | 1.10 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 3.5 | MA / V.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 3 / a | | | |
| | CA.4 | 4.1 | MA / V.. / 9-12 / 3 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.6 | 4.7 | MA / V.. / 9-12 / 4 / * | | SC / III.A / 9-12 / 4 / a | | | |
| | MA.1 | | MA / VIII.. / 9-12 / 1 / b | | SC / III.C / 9-12 / 1 / a | | | |
| | MA.2 | | MA / VIII.. / 9-12 / 1 / c | | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.1 | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | SC.7 | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# Electronics

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 03.3 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / L.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.3 | MA / I.. / 9-12 / 2 / * | CA / L.. / 9-12 / 1 / d | SC / I.A / 9-12 / 3 / a | | | |
| | CA.4 | 1.6 | MA / I.. / 9-12 / 3 / * | CA / L.. / 9-12 / 2 / a | SC / I.A / 9-12 / 4 / a | | | |
| | CA.6 | 1.8 | MA / I.. / 9-12 / 4 / * | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.10 | MA / II.. / 9-12 / 1 / e | CA / L.. / 9-12 / 2 / d | | | | |
| | MA.2 | 2.1 | MA / II.. / 9-12 / 1 / h | CA / L.. / 9-12 / 3 / e | | | | |
| | MA.3 | 3.1 | MA / II.. / 9-12 / 2 / e | CA / I.. / 9-12 / 3 / I | | | | |
| | MA.4 | 3.2 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 3.3 | MA / II. / 9-12 / 3 / e | | | | | |
| | SC.1 | 3.5 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.6 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 4.1 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / * | | | | | |
| | | | MA / III.. / 9-12 / 2 / * | | | | | |
| | | | MA / III.. / 9-12 / 4 / * | | | | | |
| | | | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VIII.. / 9-12 / 1 / i<br>MA / VIII.. / 9-12 / 2 / b<br>MA / VIII.. / 9-12 / 2 / c<br>MA / VIII.. / 9-12 / 2 / d<br>MA / VIII.. / 9-12 / 2 / i<br>MA / IX.. / 9-12 / 2 / *<br>MA / IX.. / 9-12 / 3 / * | | | | | |
| 03.4 | CA.1<br>CA.3<br>CA.4<br>CA.6<br>MA.1<br>MA.2<br>MA.3<br>MA.4<br>MA.5<br>SC.1<br>SC.7 | 1.1<br>1.3<br>1.6<br>1.8<br>1.10<br>2.1<br>3.1<br>3.2<br>3.3<br>3.5<br>3.6<br>4.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| 04.1 | CA.1<br>CA.3<br>CA.4<br>CA.6<br>SC.1<br>SC.7 | 1.3<br>1.10<br>3.1<br>3.2<br>3.3<br>3.5<br>3.6<br>4.1 | | CA / I.. / 9-12 / 1 / b<br>CA / I.. / 9-12 / 1 / d<br>CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / c<br>CA / I.. / 9-12 / 2 / d | SC / I.A / 9-12 / 3 / a<br>SC / I.A / 9-12 / 4 / a<br>SC / III.A / 9-12 / 4 / a | | | |
| 04.2 | CA.1<br>CA.3<br>CA.4<br>CA.6<br>MA.1<br>MA.2<br>MA.3<br>MA.4 | 1.3<br>1.6<br>1.10<br>3.1<br>3.2<br>3.3<br>3.5<br>3.6 | MA / I.. / 9-12 / 1 / *<br>MA / I.. / 9-12 / 2 / *<br>MA / I.. / 9-12 / 3 / *<br>MA / I.. / 9-12 / 4 / *<br>MA / II.. / 9-12 / 1 / e<br>MA / II.. / 9-12 / 1 / h<br>MA / II.. / 9-12 / 2 / e<br>MA / II.. / 9-12 / 2 / h | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a<br>SC / I.A / 9-12 / 3 / a<br>SC / I.A / 9-12 / 4 / a<br>SC / III.A / 9-12 / 4 / a | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

# *Electronics*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 4.1 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.7 | | MA / II.. / 9-12 / 3 / h | | | | | |
| | | | MA / II.. / 9-12 / 4 / e | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / * | | | | | |
| | | | MA / III.. / 9-12 / 2 / * | | | | | |
| | | | MA / III.. / 9-12 / 4 / * | | | | | |
| | | | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| 04.3 | CA.1 | 1.3 | MA / VI.. / 9-12 / 1 / i | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Electronics

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.3 | 1.6 | MA / IX.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 3 / a | | | |
| | CA.4 | 1.10 | MA / IX.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 3.1 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.4 | 3.3 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.7 | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 04.4 | CA.1 | 1.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |
| | MA.1 | 1.7 | | | | | | |
| | SC.1 | 3.5 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| 04.5 | | 3.1 | | CA / I.. / 9-12 / 1 / b | SC / III.A / 9-12 / 4 / a | | | |
| | | 3.2 | | CA / I.. / 9-12 / 1 / d | SC / III.C / 9-12 / 1 / a | | | |
| | | 3.3 | | | | | | |
| | | 4.1 | | | | | | |
| 05.1 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.3 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 3 / a | | | |
| | CA.4 | 1.6 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 2 / a | SC / I.A / 9-12 / 4 / a | | | |
| | CA.6 | 1.10 | MA / I.. / 9-12 / 4 / * | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 3.1 | MA / II.. / 9-12 / 1 / e | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 3.2 | MA / II.. / 9-12 / 1 / h | CA / I.. / 9-12 / 3 / e | | | | |
| | MA.3 | 3.3 | MA / II.. / 9-12 / 2 / e | CA / I.. / 9-12 / 3 / f | | | | |
| | MA.4 | 3.5 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 3.6 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.1 | 4.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | | MA / II.. / 9-12 / 4 / e | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / * | | | | | |
| | | | MA / III.. / 9-12 / 2 / * | | | | | |
| | | | MA / III.. / 9-12 / 4 / * | | | | | |
| | | | MA / III.. / 9-12 / 5 / * | | | | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| 05.2 | CA.1 | 1.3 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.6 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 3 / a | | | |
| | CA.4 | 1.8 | MA / I.. / 9-12 / 3 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.6 | 1.10 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 2.1 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 3.1 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 3.2 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 3.3 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 3.5 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.1 | 3.6 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 4.1 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / * | | | | | |
| | | | MA / III.. / 9-12 / 2 / * | | | | | |
| | | | MA / III.. / 9-12 / 4 / * | | | | | |
| | | | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VII.. / 9-12 / 3 / a | | | | | |
| | | | MA / VII.. / 9-12 / 3 / i | | | | | |
| | | | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | | MA / VII.. / 9-12 / 4 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / * | | | | | |
| 05.3 | CA.1 | 1.3 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | MA.1 | 2.1 | | | | | | |

# *Electronics*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.4 | 3.3 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | SC.1 | 3.6 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| 05.4 | CA.1 | 1.3 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | MA.1 | 2.1 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.4 | 3.3 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | SC.1 | 3.6 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| 05.5 | CA.1 | 1.3 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | MA.1 | 2.1 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |
| | MA.4 | 3.3 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | SC.1 | 3.6 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| 06.1 | CA.1 | 1.3 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.8 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | MA.1 | 2.1 | | | | | | |
| | MA.2 | 3.1 | | | | | | |
| | MA.3 | 3.2 | | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency

98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.4 | 3.3 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | SC.1 | 3.6 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| 06.2 | CA.1 | 1.3 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.6 | MA / V.. / 9-12 / 2 / * | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 3 / a | | | |
| | CA.4 | 1.8 | MA / V.. / 9-12 / 3 / * | CA / I.. / 9-12 / 2 / a | SC / I.A / 9-12 / 4 / a | | | |
| | CA.6 | 1.10 | MA / V.. / 9-12 / 4 / * | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 2.1 | MA / IX.. / 9-12 / 2 / * | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 3.1 | MA / IX.. / 9-12 / 3 / * | | | | | |
| | MA.3 | 3.2 | MA / X.. / 9-12 / 3 / h | | | | | |
| | MA.4 | 3.3 | | | | | | |
| | MA.5 | 3.5 | | | | | | |
| | SC.1 | 3.6 | | | | | | |
| | SC.7 | 4.1 | | | | | | |
| 07.1 | CA.3 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 3 / a | | | |
| | MA.1 | 1.4 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 2 / a | SC / I.A / 9-12 / 4 / a | | | |
| | MA.2 | 1.5 | MA / I..'/ 9-12 / 4 / * | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.3 | 1.6 | MA / II.. / 9-12 / 1 / e | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.4 | 1.7 | MA / II.. / 9-12 / 1 / h | CA / I.. / 9-12 / 6 / * | | | | |
| | MA.5 | 1.8 | MA / II.. / 9-12 / 2 / e | | | | | |
| | SC.1 | 1.10 | MA / II.. / 9-12 / 2 / h | | | | | |
| | SC.7 | 3.5 | MA / II.. / 9-12 / 3 / e | | | | | |
| | | 4.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | | | MA / II.. / 9-12 / 4 / e | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / III.. / 9-12 / 1 / * | | | | | |
| | | | MA / III.. / 9-12 / 2 / * | | | | | |
| | | | MA / III.. / 9-12 / 4 / * | | | | | |
| | | | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / * | | | | | |
| 07.2 | CA.3 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 3 / a | | | |
| | CA.4 | 1.3 | | | SC / I.A / 9-12 / 4 / a | | | |
| | MA.1 | 1.4 | | | SC / III.A / 9-12 / 4 / a | | | |
| | MA.2 | 1.5 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.5 | 1.6 | | | | | | |
| | SC.1 | 1.7 | | | | | | |
| | SC.7 | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.1 | | | | | | |
| 07.3 | CA.3 | 1.1 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 3 / a | | | |
| | CA.4 | 1.4 | | | SC / I.A / 9-12 / 4 / a | | | |

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# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 1.10 | | | | | | |
| | MA.4 | 3.2 | | | | | | |
| | SC.1 | 3.3 | | | | | | |
| | SC.7 | 3.6 | | | | | | |
| 08.1 | CA.3 | 1.1 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 3 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | MA.1 | 1.10 | | CA / I.. / 9-12 / 2 / a | SC / III.C / 9-12 / 1 / a | | | |
| | MA.2 | 3.1 | | CA / I.. / 9-12 / 2 / c | SC / III.C / 9-12 / 4 / a | | | |
| | SC.1 | 3.2 | | CA / I.. / 9-12 / 2 / d | | | | |
| | SC.7 | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 09.1 | CA.1 | 1.5 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.2 | 1.6 | | CA / I.. / 9-12 / 1 / d | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.6 | 1.8 | | | | | | |
| | MA.3 | 1.10 | | | | | | |
| | MA.4 | 3.4 | | | | | | |
| | MA.5 | 3.6 | | | | | | |
| | SC.1 | | | | | | | |
| | SC.7 | | | | | | | |
| 09.2 | CA.1 | 1.3 | MA / VIII.. / 9-12 / 1 / b | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.4 | MA / VIII.. / 9-12 / 1 / c | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.6 | MA / VIII.. / 9-12 / 1 / d | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.7 | MA / VIII.. / 9-12 / 2 / b | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.3 | 1.8 | MA / VIII.. / 9-12 / 2 / c | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.4 | 1.10 | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | MA.6 | 2.1 | MA / X.. / 9-12 / 4 / c | | | | | |
| | SC.1 | 3.2 | | | | | | |
| | SC.7 | 3.3 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |

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98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

# Electronics

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 09.3 | CA.1 | 1.1 | MA / III.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.6 | MA / III.. / 9-12 / 4 / * | | | | | |
| | CA.6 | 1.7 | MA / III.. / 9-12 / 5 / * | | | | | |
| | MA.1 | 1.8 | MA / IV.. / 9-12 / 3 / * | | | | | |
| | MA.4 | 1.10 | MA / X.. / 9-12 / 4 / c | | | | | |
| | MA.5 | 2.1 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.1 | | | | | | |
| 09.4 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.6 | 1.4 | | | | | | |
| | MA.1 | 1.5 | | | | | | |
| | MA.3 | 1.6 | | | | | | |
| | MA.4 | 1.7 | | | | | | |
| | MA.5 | 1.8 | | | | | | |
| | SC.1 | 1.10 | | | | | | |
| | SC.7 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 09.5 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.6 | 1.4 | | | | | | |
| | MA.1 | 1.5 | | | | | | |
| | MA.3 | 1.6 | | | | | | |
| | MA.4 | 1.7 | | | | | | |
| | MA.5 | 1.8 | | | | | | |
| | SC.1 | 1.10 | | | | | | |
| | SC.7 | 2.1 | | | | | | |

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98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 09.6 | CA.1 | 1.1 | MA / VIII.. / 9-12 / 1 / b | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / VIII.. / 9-12 / 1 / c | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | CA.6 | 1.4 | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | MA.1 | 1.5 | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | MA.3 | 1.6 | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | MA.4 | 1.7 | | | | | | |
| | MA.5 | 1.8 | | | | | | |
| | SC.1 | 1.10 | | | | | | |
| | SC.7 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 09.7 | MA.3 | 1.1 | | CA / I.. / 9-12 / 98 / # | | | | |
| | MA.4 | 1.4 | | | | | | |
| | MA.5 | 1.5 | | | | | | |
| | | 1.6 | | | | | | |
| | | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 4.1 | | | | | | |
| 09.8 | CA.1 | 1.1 | MA / IX.. / 9-12 / 2 / c | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / IX.. / 9-12 / 2 / d | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / IX.. / 9-12 / 3 / c | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | 1.4 | MA / IX.. / 9-12 / 3 / d | | | | | |
| | MA.1 | 1.5 | | | | | | |
| | MA.3 | 1.6 | | | | | | |
| | MA.4 | 1.7 | | | | | | |
| | MA.5 | 1.8 | | | | | | |
| | SC.1 | 1.10 | | | | | | |
| | SC.7 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| 10.1 | CA.1 | 1.1 | MA / IX.. / 9-12 / 1 / c | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.3 | 1.2 | MA / IX.. / 9-12 / 1 / d | | | | | |
| | CA.4 | 1.3 | MA / IX.. / 9-12 / 2 / c | | | | | |
| | CA.6 | 1.4 | MA / IX.. / 9-12 / 2 / d | | | | | |
| | MA.3 | 1.5 | MA / IX.. / 9-12 / 3 / c | | | | | |
| | MA.5 | 1.6 | MA / IX.. / 9-12 / 3 / d | | | | | |
| | MA.5 | 1.7 | MA / IX.. / 9-12 / 4 / c | | | | | |
| | SC.1 | 1.8 | MA / IX.. / 9-12 / 4 / d | | | | | |
| | SC.7 | 1.10 | MA / X.. / 9-12 / 4 / c | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 10.2 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.6 | 1.4 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.3 | 1.5 | | | | | | |
| | MA.4 | 1.6 | | | | | | |
| | MA.5 | 1.7 | | | | | | |
| | SC.1 | 1.8 | | | | | | |
| | SC.7 | 1.10 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 10.3 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.6 | 1.4 | | | | | | |
| | MA.3 | 1.5 | | | | | | |
| | MA.4 | 1.6 | | | | | | |
| | MA.5 | 1.7 | | | | | | |
| | SC.1 | 1.8 | | | | | | |
| | SC.7 | 1.10 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 10.4 | CA.1 | 1.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.6 | 1.4 | | | | | | |
| | MA.3 | 1.5 | | | | | | |
| | MA.4 | 1.6 | | | | | | |
| | MA.5 | 1.7 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 1.8 | | | | | | |
| | SC.7 | 1.10 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 11.1 | CA.3 | 1.1 | | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 4 / a | | | FA / IV.D / 9-12 / 1 / a |
| | CA.6 | 1.2 | | CA / I.. / 9-12 / 1 / d | | | | FA / IV.D / 9-12 / 1 / b |
| | FA.1 | 1.4 | | CA / I.. / 9-12 / 2 / a | | | | FA / IV.D / 9-12 / 1 / e |
| | | 1.5 | | CA / I.. / 9-12 / 2 / c | | | | |
| | | 1.6 | | CA / I.. / 9-12 / 2 / d | | | | |
| | | 1.7 | | CA / I.. / 9-12 / 3 / e | | | | |
| | | 1.8 | | CA / I.. / 9-12 / 3 / f | | | | |
| | | 1.10 | | | | | | |
| | | 4.1 | | | | | | |
| 11.2 | CA.6 | 4.7 | | | SC / III.C / 9-12 / 1 / a | | | |
| | SC.1 | | | | | | | |
| 12.1 | CA.1 | 1.1 | MA / III.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / III.. / 9-12 / 2 / * | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / III.. / 9-12 / 3 / * | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | MA / III.. / 9-12 / 4 / * | CA / I.. / 9-12 / 2 / c | | | | |
| | | 1.5 | MA / III.. / 9-12 / 5 / * | CA / I.. / 9-12 / 2 / d | | | | |
| | | 1.6 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / c | | | | |
| | | 1.7 | MA / V.. / 9-12 / 2 / * | CA / I.. / 9-12 / 6 / d | | | | |
| | | 1.8 | MA / V.. / 9-12 / 3 / * | CA / II.. / 9-12 / 4 / a | | | | |
| | | 1.10 | MA / V.. / 9-12 / 4 / * | CA / II.. / 9-12 / 4 / d | | | | |
| | | 3.1 | MA / X.. / 9-12 / 4 / c | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.2 | | CA / II.. / 9-12 / 4 / f | | | | |
| | | 3.3 | | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.4 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 3.5 | | CA / II.. / 9-12 / 6 / b | | | | |
| | | 3.6 | | | | | | |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.1 | | | | | | |
| 13.1 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / * | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | CA / I.. / 9-12 / 3 / e | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | CA / I.. / 9-12 / 3 / f | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | CA / I.. / 9-12 / 6 / d | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / a | | | | |
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | CA / II.. / 9-12 / 4 / d | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.4 | MA / III.. / 9-12 / 1 / * | CA / II.. / 9-12 / 4 / f | | | | |
| | | 3.5 | MA / III.. / 9-12 / 2 / * | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.6 | MA / III.. / 9-12 / 3 / * | CA / II.. / 9-12 / 6 / a | | | | |
| | | 4.1 | MA / III.. / 9-12 / 4 / * | CA / II.. / 9-12 / 6 / b | | | | |
| | | | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |

**KEY:** * = may use all 'to do' statements  # = same Frameworks as previous competency
98 = same Frameworks as previous competency  99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  |  |  | MA / VIII.. / 9-12 / 1 / c |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 1 / d |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 1 / i |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / b |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / c |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / d |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / i |  |  |  |  |  |
|  |  |  | MA / IX.. / 9-12 / 2 / * |  |  |  |  |  |
|  |  |  | MA / IX.. / 9-12 / 3 / * |  |  |  |  |  |
|  |  |  | MA / X.. / 9-12 / 4 / c |  |  |  |  |  |
| 13.2 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a |  |  |  |
|  | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * |  | SC / I.A / 9-12 / 4 / a |  |  |  |
|  | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * |  |  |  |  |  |
|  | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / * |  |  |  |  |  |
|  | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e |  |  |  |  |  |
|  | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h |  |  |  |  |  |
|  | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e |  |  |  |  |  |
|  | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h |  |  |  |  |  |
|  | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e |  |  |  |  |  |
|  | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h |  |  |  |  |  |
|  | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e |  |  |  |  |  |
|  |  | 3.3 | MA / II.. / 9-12 / 4 / h |  |  |  |  |  |
|  |  | 3.4 | MA / III.. / 9-12 / 1 / * |  |  |  |  |  |
|  |  | 3.5 | MA / III.. / 9-12 / 2 / * |  |  |  |  |  |
|  |  | 3.6 | MA / III.. / 9-12 / 3 / * |  |  |  |  |  |
|  |  | 4.1 | MA / III.. / 9-12 / 4 / * |  |  |  |  |  |
|  |  |  | MA / III.. / 9-12 / 5 / * |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / a |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / b |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / c |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / d |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / a |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / b |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / c |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / d |  |  |  |  |  |

**KEY:** * = may use all "to do" statements  # = same Frameworks as previous competency
98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / ' | | | | | |
| | | | MA / V.. / 9-12 / 2 / ' | | | | | |
| | | | MA / V.. / 9-12 / 3 / ' | | | | | |
| | | | MA / V.. / 9-12 / 4 / ' | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / ' | | | | | |
| | | | MA / IX.. / 9-12 / 3 / ' | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 13.3 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / ' | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / ' | | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / ' | | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / III.. / 9-12 / 1 / ' | | | | | |
| | | 3.5 | MA / III.. / 9-12 / 2 / ' | | | | | |
| | | 3.6 | MA / III.. / 9-12 / 3 / ' | | | | | |
| | | 4.1 | MA / III.. / 9-12 / 4 / ' | | | | | |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / III.. / 9-12 / 5 / ' | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / ' | | | | | |
| | | | MA / V.. / 9-12 / 2 / ' | | | | | |
| | | | MA / V.. / 9-12 / 3 / ' | | | | | |
| | | | MA / V.. / 9-12 / 4 / ' | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / ' | | | | | |
| | | | MA / IX.. / 9-12 / 3 / ' | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 13.4 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / ' | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / ' | | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / ' | | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |

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**KEY:** ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

892

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h |  |  |  |  |  |
|  | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e |  |  |  |  |  |
|  | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h |  |  |  |  |  |
|  | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e |  |  |  |  |  |
|  |  | 3.3 | MA / II.. / 9-12 / 4 / h |  |  |  |  |  |
|  |  | 3.4 | MA / III.. / 9-12 / 1 / * |  |  |  |  |  |
|  |  | 3.5 | MA / III.. / 9-12 / 2 / * |  |  |  |  |  |
|  |  | 3.6 | MA / III.. / 9-12 / 4 / * |  |  |  |  |  |
|  |  | 4.1 | MA / III.. / 9-12 / 5 / * |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / a |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / b |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / c |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / d |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / a |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / b |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / c |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / d |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / a |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / b |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / c |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / d |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 1 / * |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 2 / * |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 3 / * |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 4 / * |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 1 / b |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 1 / c |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 1 / d |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 1 / i |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / b |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / c |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / d |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / i |  |  |  |  |  |
|  |  |  | MA / IX.. / 9-12 / 2 / * |  |  |  |  |  |
|  |  |  | MA / IX.. / 9-12 / 3 / * |  |  |  |  |  |

# Electronics

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 13.5 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / III.. / 9-12 / 1 / * | | | | | |
| | | 3.5 | MA / III.. / 9-12 / 2 / * | | | | | |
| | | 3.6 | MA / III.. / 9-12 / 4 / * | | | | | |
| | | 4.1 | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 13.6 | CA 1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA 3 | 1.2 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA 4 | 1.3 | MA / I.. / 9-12 / 3 / * | | SC / IV.C / 9-12 / 2 / a | | | |
| | CA 6 | 1.4 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA 1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA 2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA 3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA 4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA 5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC 1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC 7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / III.. / 9-12 / 1 / * | | | | | |
| | | 3.5 | MA / III.. / 9-12 / 2 / * | | | | | |
| | | 3.6 | MA / III.. / 9-12 / 4 / * | | | | | |
| | | 4.1 | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 13.7 | CA 1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA 3 | 1.2 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA 4 | 1.3 | MA / I.. / 9-12 / 3 / * | | | | | |
| | CA 6 | 1.4 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA 1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA 2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA 3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA 4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA 5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC 1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC 7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / III.. / 9-12 / 1 / * | | | | | |
| | | 3.5 | MA / III.. / 9-12 / 2 / * | | | | | |
| | | 3.6 | MA / III.. / 9-12 / 4 / * | | | | | |
| | | 4.1 | MA / III.. / 9-12 / 5 / * | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / ' | | | | | |
| | | | MA / V.. / 9-12 / 2 / ' | | | | | |
| | | | MA / V.. / 9-12 / 3 / ' | | | | | |
| | | | MA / V.. / 9-12 / 4 / ' | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / ' | | | | | |
| | | | MA / IX.. / 9-12 / 3 / ' | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 13.8 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / ' | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / ' | CA / I.. / 9-12 / 2 / a | SC / III.C / 9-12 / 4 / a | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / ' | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | CA / I.. / 9-12 / 3 / e | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | CA / I.. / 9-12 / 3 / f | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e |  |  |  |  |  |
|  |  | 3.3 | MA / II.. / 9-12 / 4 / h |  |  |  |  |  |
|  |  | 3.4 | MA / III.. / 9-12 / 1 / * |  |  |  |  |  |
|  |  | 3.5 | MA / III.. / 9-12 / 2 / * |  |  |  |  |  |
|  |  | 3.6 | MA / III.. / 9-12 / 4 / * |  |  |  |  |  |
|  |  | 4.1 | MA / III.. / 9-12 / 5 / * |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / a |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / b |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / c |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 1 / d |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / a |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / b |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / c |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 2 / d |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / a |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / b |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / c |  |  |  |  |  |
|  |  |  | MA / IV.. / 9-12 / 3 / d |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 1 / * |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 2 / * |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 3 / * |  |  |  |  |  |
|  |  |  | MA / V.. / 9-12 / 4 / * |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 1 / b |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 1 / c |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 1 / d |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 1 / i |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / b |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / c |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / d |  |  |  |  |  |
|  |  |  | MA / VIII.. / 9-12 / 2 / i |  |  |  |  |  |
|  |  |  | MA / IX.. / 9-12 / 2 / * |  |  |  |  |  |
|  |  |  | MA / IX.. / 9-12 / 3 / * |  |  |  |  |  |
|  |  |  | MA / X.. / 9-12 / 1 / * |  |  |  |  |  |
|  |  |  | MA / X.. / 9-12 / 4 / c |  |  |  |  |  |
| 13.9 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a |  |  |  |

**KEY:**
* = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

# *Electronics*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / * | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | CA / I.. / 9-12 / 3 / e | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | CA / I.. / 9-12 / 3 / f | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | CA / I.. / 9-12 / 6 / d | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | CA / II.. / 9-12 / 4 / a | | | | |
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | CA / II.. / 9-12 / 4 / d | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.4 | MA / III.. / 9-12 / 1 / * | CA / II.. / 9-12 / 4 / f | | | | |
| | | 3.5 | MA / III.. / 9-12 / 2 / * | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.6 | MA / III.. / 9-12 / 4 / * | CA / II.. / 9-12 / 6 / a | | | | |
| | | 4.1 | MA / III.. / 9-12 / 5 / * | CA / II.. / 9-12 / 6 / b | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |

**KEY:**
* = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 13.10 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | 3.5 | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | 3.6 | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | 4.1 | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |

**KEY:** * = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 13.11 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / i.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | 3.5 | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | 3.6 | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | 4.1 | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 1 / ' | | | | | |
| | | | MA / V.. / 9-12 / 2 / ' | | | | | |
| | | | MA / V.. / 9-12 / 3 / ' | | | | | |
| | | | MA / V.. / 9-12 / 4 / ' | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / ' | | | | | |
| | | | MA / IX.. / 9-12 / 3 / ' | | | | | |
| | | | MA / X.. / 9-12 / 1 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 13.12 | CA 1 | 1.1 | MA / I.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 1 / b | SC / I A / 9-12 / 1 / a | | | |
| | CA 3 | 1.2 | MA / I.. / 9-12 / 2 / ' | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA 4 | 1.3 | MA / I.. / 9-12 / 3 / ' | CA / I.. / 9-12 / 2 / a | | | | |
| | CA 6 | 1.4 | MA / I.. / 9-12 / 4 / ' | CA / I.. / 9-12 / 2 / c | | | | |
| | MA 1 | 1.5 | MA / II.. / 9-12 / 1 / e | CA / I.. / 9-12 / 2 / d | | | | |
| | MA 2 | 1.6 | MA / II.. / 9-12 / 1 / h | CA / I.. / 9-12 / 6 / ' | | | | |
| | SC 1 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | SC 7 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | | 4.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | | | MA / II.. / 9-12 / 4 / e | | | | | |
| | | | MA / II.. / 9-12 / 4 / h | | | | | |
| | | | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |

**KEY:** ' = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / ' | | | | | |
| | | | MA / V.. / 9-12 / 2 / ' | | | | | |
| | | | MA / V.. / 9-12 / 3 / ' | | | | | |
| | | | MA / V.. / 9-12 / 4 / ' | | | | | |
| 14.1 | CA.1 | 1.1 | MA / III.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / III.. / 9-12 / 4 / ' | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / III.. / 9-12 / 5 / ' | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | MA / IV.. / 9-12 / 3 / ' | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.5 | MA / VIII.. / 9-12 / 1 / b | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 1.6 | MA / VIII.. / 9-12 / 1 / c | CA / I.. / 9-12 / 3 / e | | | | |
| | MA.3 | 1.7 | MA / VIII.. / 9-12 / 1 / d | CA / I.. / 9-12 / 3 / f | | | | |
| | MA.4 | 1.8 | MA / VIII.. / 9-12 / 2 / b | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.5 | 1.10 | MA / VIII.. / 9-12 / 2 / c | CA / I.. / 9-12 / 6 / d | | | | |
| | SC.1 | 3.1 | MA / VIII.. / 9-12 / 2 / d | CA / II.. / 9-12 / 4 / a | | | | |
| | SC.7 | 3.2 | MA / X.. / 9-12 / 4 / c | CA / II.. / 9-12 / 4 / d | | | | |
| | | 3.3 | | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.4 | | CA / II.. / 9-12 / 4 / f | | | | |
| | | 3.5 | | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.6 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 4.1 | | CA / II.. / 9-12 / 6 / b | | | | |
| 14.2 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / ' | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / ' | | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / ' | | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | 3.5 | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | 3.6 | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | 4.1 | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 14.3 | CA.1 | 1.1 | MA / III.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / III.. / 9-12 / 4 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / III.. / 9-12 / 5 / * | | | | | |
| | CA.6 | 1.4 | MA / IV.. / 9-12 / 3 / * | | | | | |
| | MA.1 | 1.5 | MA / VIII.. / 9-12 / 1 / b | | | | | |

**KEY:** * = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 1.6 | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | MA.3 | 1.7 | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | MA.4 | 1.8 | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | MA.5 | 1.10 | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | SC.1 | 3.1 | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | SC.7 | 3.2 | MA / X.. / 9-12 / 4 / c | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 14.4 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / o | | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | 3.5 | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | 3.6 | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | 4.1 | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 /-3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |

**KEY:**
* = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

# Electronics

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 14.5 | CA.1 | 1.1 | MA / III.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / III.. / 9-12 / 4 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / III.. / 9-12 / 5 / * | | | | | |
| | CA.6 | 1.4 | MA / IV.. / 9-12 / 3 / * | | | | | |
| | MA.1 | 1.5 | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | MA.2 | 1.6 | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | MA.3 | 1.7 | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | MA.4 | 1.8 | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | MA.5 | 1.10 | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | SC.1 | 3.1 | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | SC.7 | 3.2 | MA / X.. / 9-12 / 4 / c | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 14.6 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * | | | | | |

**KEY:** * = may use all "to do" statements  # = same Frameworks as previous competency
98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA 6 | 1.4 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA 1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA 2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA 3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA 4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA 5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC 1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC 7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | 3.5 | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | 3.6 | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | 4.1 | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / X.. / 9-12 / 1 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 14.7 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / III.. / 9-12 / 1 / * | | | | | |
| | | 3.5 | MA / III.. / 9-12 / 4 / * | | | | | |
| | | 3.6 | MA / III.. / 9-12 / 5 / * | | | | | |
| | | 4.1 | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 14.8 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / III.. / 9-12 / 1 / * | | | | | |
| | | 3.5 | MA / III.. / 9-12 / 4 / * | | | | | |
| | | 3.6 | MA / III.. / 9-12 / 5 / * | | | | | |
| | | 4.1 | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 14.9 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / III.. / 9-12 / 1 / * | | | | | |
| | | 3.5 | MA / III.. / 9-12 / 4 / * | | | | | |
| | | 3.6 | MA / III.. / 9-12 / 5 / * | | | | | |
| | | 4.1 | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / * | | | | | |
| | | | MA / V.. / 9-12 / 2 / * | | | | | |
| | | | MA / V.. / 9-12 / 3 / * | | | | | |
| | | | MA / V.. / 9-12 / 4 / * | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / X.. / 9-12 / 1 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 14.10 | CA.1 | 1.1 | MA / I.. / 9-12 / 1 / * | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | MA / I.. / 9-12 / 2 / * | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | MA / I.. / 9-12 / 3 / * | | | | | |
| | CA.6 | 1.4 | MA / I.. / 9-12 / 4 / * | | | | | |
| | MA.1 | 1.5 | MA / II.. / 9-12 / 1 / e | | | | | |
| | MA.2 | 1.6 | MA / II.. / 9-12 / 1 / h | | | | | |
| | MA.3 | 1.7 | MA / II.. / 9-12 / 2 / e | | | | | |
| | MA.4 | 1.8 | MA / II.. / 9-12 / 2 / h | | | | | |
| | MA.5 | 1.10 | MA / II.. / 9-12 / 3 / e | | | | | |

**KEY:**
* = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.1 | MA / II.. / 9-12 / 3 / h | | | | | |
| | SC.7 | 3.2 | MA / II.. / 9-12 / 4 / e | | | | | |
| | | 3.3 | MA / II.. / 9-12 / 4 / h | | | | | |
| | | 3.4 | MA / III.. / 9-12 / 1 / ' | | | | | |
| | | 3.5 | MA / III.. / 9-12 / 4 / ' | | | | | |
| | | 3.6 | MA / III.. / 9-12 / 5 / ' | | | | | |
| | | 4.1 | MA / IV.. / 9-12 / 1 / a | | | | | |
| | | | MA / IV.. / 9-12 / 1 / b | | | | | |
| | | | MA / IV.. / 9-12 / 1 / c | | | | | |
| | | | MA / IV.. / 9-12 / 1 / d | | | | | |
| | | | MA / IV.. / 9-12 / 2 / a | | | | | |
| | | | MA / IV.. / 9-12 / 2 / b | | | | | |
| | | | MA / IV.. / 9-12 / 2 / c | | | | | |
| | | | MA / IV.. / 9-12 / 2 / d | | | | | |
| | | | MA / IV.. / 9-12 / 3 / a | | | | | |
| | | | MA / IV.. / 9-12 / 3 / b | | | | | |
| | | | MA / IV.. / 9-12 / 3 / c | | | | | |
| | | | MA / IV.. / 9-12 / 3 / d | | | | | |
| | | | MA / V.. / 9-12 / 1 / ' | | | | | |
| | | | MA / V.. / 9-12 / 2 / ' | | | | | |
| | | | MA / V.. / 9-12 / 3 / ' | | | | | |
| | | | MA / V.. / 9-12 / 4 / ' | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 1 / i | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / b | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / c | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / d | | | | | |
| | | | MA / VIII.. / 9-12 / 2 / i | | | | | |
| | | | MA / IX.. / 9-12 / 2 / ' | | | | | |
| | | | MA / IX.. / 9-12 / 3 / ' | | | | | |
| | | | MA / X.. / 9-12 / 1 / c | | | | | |
| | | | MA / X.. / 9-12 / 4 / c | | | | | |
| 15.1 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |

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# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

# Electronics

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 1.6 | | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.3 | 1.7 | | CA / I.. / 9-12 / 6 / d | | | | |
| | MA.4 | 1.8 | | CA / II.. / 9-12 / 4 / a | | | | |
| | MA.5 | 1.10 | | CA / II.. / 9-12 / 4 / d | | | | |
| | SC.1 | 3.1 | | CA / II.. / 9-12 / 4 / e | | | | |
| | SC.7 | 3.2 | | CA / II.. / 9-12 / 4 / f | | | | |
| | | 3.3 | | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.4 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 3.5 | | CA / II.. / 9-12 / 6 / b | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 15.2 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 1.6 | | CA / I.. / 9-12 / 3 / e | | | | |
| | SC.1 | 1.7 | | CA / I.. / 9-12 / 3 / f | | | | |
| | SC.7 | 1.8 | | CA / I.. / 9-12 / 6 / c | | | | |
| | | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | |
| | | 3.1 | | CA / II.. / 9-12 / 4 / a | | | | |
| | | 3.2 | | CA / II.. / 9-12 / 4 / d | | | | |
| | | 3.3 | | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.4 | | CA / II.. / 9-12 / 4 / f | | | | |
| | | 3.5 | | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.6 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 4.1 | | CA / II.. / 9-12 / 6 / b | | | | |
| 15.3 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | SC.1 | 1.6 | | CA / I.. / 9-12 / 3 / e | | | | |
| | SC.7 | 1.7 | | CA / I.. / 9-12 / 3 / f | | | | |
| | | 1.8 | | CA / I.. / 9-12 / 6 / * | | | | |
| | | 1.10 | | CA / II.. / 9-12 / 4 / a | | | | |
| | | 4.1 | | CA / II.. / 9-12 / 4 / d | | | | |
| | | | | CA / II.. / 9-12 / 4 / e | | | | |
| | | | | CA / II.. / 9-12 / 4 / f | | | | |
| | | | | CA / II.. / 9-12 / 4 / h | | | | |
| | | | | CA / II.. / 9-12 / 6 / a | | | | |
| | | | | CA / II.. / 9-12 / 6 / b | | | | |
| 15.4 | CA.1 | 1.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |
| | | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | | 1.6 | | CA / I.. / 9-12 / 6 / * | | | | |
| | | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 4.1 | | | | | | |
| 15.5 | CA.1 | 1.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |
| | | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | | 1.6 | | CA / I.. / 9-12 / 6 / * | | | | |
| | | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 4.1 | | | | | | |
| 16.1 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |

KEY: * = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | MA.5 | 1.5 |  | CA / I.. / 9-12 / 2 / d |  |  |  |  |
|  | SC.1 | 1.6 |  | CA / I.. / 9-12 / 3 / e |  |  |  |  |
|  | SC.7 | 1.7 |  | CA / I.. / 9-12 / 3 / f |  |  |  |  |
|  |  | 1.8 |  | CA / I.. / 9-12 / 6 / c |  |  |  |  |
|  |  | 1.10 |  | CA / I.. / 9-12 / 6 / d |  |  |  |  |
|  |  | 3.1 |  | CA / II.. / 9-12 / 4 / a |  |  |  |  |
|  |  | 3.2 |  | CA / II.. / 9-12 / 4 / d |  |  |  |  |
|  |  | 3.3 |  | CA / II.. / 9-12 / 4 / e |  |  |  |  |
|  |  | 3.4 |  | CA / II.. / 9-12 / 4 / f |  |  |  |  |
|  |  | 3.5 |  | CA / II.. / 9-12 / 4 / h |  |  |  |  |
|  |  | 3.6 |  | CA / II.. / 9-12 / 6 / a |  |  |  |  |
|  |  | 4.1 |  | CA / II.. / 9-12 / 6 / b |  |  |  |  |
| 16.2 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a |  |  |  |
|  | CA.3 | 1.2 |  | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a |  |  |  |
|  | CA.4 | 1.3 |  | CA / I.. / 9-12 / 2 / a |  |  |  |  |
|  | CA.6 | 1.4 |  | CA / I.. / 9-12 / 2 / c |  |  |  |  |
|  | MA.5 | 1.5 |  | CA / I.. / 9-12 / 2 / d |  |  |  |  |
|  | SC.1 | 1.6 |  |  |  |  |  |  |
|  | SC.7 | 1.7 |  |  |  |  |  |  |
|  |  | 1.8 |  |  |  |  |  |  |
|  |  | 1.10 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.4 |  |  |  |  |  |  |
|  |  | 3.5 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 4.1 |  |  |  |  |  |  |
| 16.3 | CA.1 | 1.1 |  | CA / I.. / 9-12 / 1 / b |  |  |  |  |
|  | CA.3 | 1.2 |  | CA / I.. / 9-12 / 1 / d |  |  |  |  |
|  | CA.4 | 1.3 |  | CA / I.. / 9-12 / 2 / a |  |  |  |  |
|  | CA.6 | 1.4 |  | CA / I.. / 9-12 / 2 / c |  |  |  |  |
|  | MA.5 | 1.5 |  | CA / I.. / 9-12 / 2 / d |  |  |  |  |
|  |  | 1.6 |  | CA / I.. / 9-12 / 6 / * |  |  |  |  |
|  |  | 1.7 |  |  |  |  |  |  |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 16.4 | CA.1 | 1.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / c | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.5 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | | 1.6 | | CA / I.. / 9-12 / 6 / ' | | | | |
| | | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 16.5 | CA.1 | 1.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.5 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | | 1.6 | | CA / I.. / 9-12 / 6 / ' | | | | |
| | | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 3.1 | | | | | | |

KEY: ' = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 16.6 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.5 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | SC.1 | 1.6 | | CA / I.. / 9-12 / 6 / c | | | | |
| | SC.2 | 1.7 | | CA / I.. / 9-12 / 6 / d | | | | |
| | SC.7 | 1.8 | | CA / II.. / 9-12 / 4 / a | | | | |
| | | 1.10 | | CA / II.. / 9-12 / 4 / d | | | | |
| | | 3.1 | | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.2 | | CA / II.. / 9-12 / 4 / f | | | | |
| | | 3.3 | | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.4 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 3.5 | | CA / II.. / 9-12 / 6 / b | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 17.1 | CA.1 | 1.1 | | CA / I.. / 9-12 / 1 / b | | | | FA / IV.D / 9-12 / 1 / a |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | | | | FA / IV.D / 9-12 / 1 / b |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | FA / IV.D / 9-12 / 1 / e |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |
| | FA.1 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.1 | 1.6 | | | | | | |
| | MA.3 | 1.7 | | | | | | |
| | MA.4 | 1.8 | | | | | | |
| | MA.5 | 1.10 | | | | | | |
| | | 4.1 | | | | | | |
| 17.2 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

941

942

# Electronics

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.3 | 1.6 | | CA / I.. / 9-12 / 6 / ' | | | | |
| | MA.4 | 1.7 | | | | | | |
| | MA.5 | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 17.3 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 1.6 | | CA / I.. / 9-12 / 3 / e | | | | |
| | MA.3 | 1.7 | | CA / I.. / 9-12 / 3 / f | | | | |
| | MA.4 | 1.8 | | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.5 | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | |
| | SC.1 | 3.1 | | CA / II.. / 9-12 / 4 / a | | | | |
| | SC.2 | 3.2 | | CA / II.. / 9-12 / 4 / d | | | | |
| | SC.7 | 3.3 | | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.4 | | CA / II.. / 9-12 / 4 / f | | | | |
| | | 3.5 | | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.6 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 4.1 | | CA / II.. / 9-12 / 6 / b | | | | |
| 17.4 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 1.6 | | CA / I.. / 9-12 / 3 / e | | | | |

**KEY:** ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.3 | 1.7 | | CA / I.. / 9-12 / 3 / f | | | | |
| | MA.4 | 1.8 | | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.5 | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | |
| | SC.1 | 3.1 | | CA / II.. / 9-12 / 4 / a | | | | |
| | SC.2 | 3.2 | | CA / II.. / 9-12 / 4 / d | | | | |
| | SC.7 | 3.3 | | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.4 | | CA / II.. / 9-12 / 4 / f | | | | |
| | | 3.5 | | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.6 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 4.1 | | CA / II.. / 9-12 / 6 / b | | | | |
| 17.5 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | SC / III.C / 9-12 / 1 / a | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | SC / III.C / 9-12 / 4 / a | | | |
| | MA.1 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 1.6 | | | | | | |
| | MA.3 | 1.7 | | | | | | |
| | MA.4 | 1.8 | | | | | | |
| | SC.1 | 1.10 | | | | | | |
| | SC.2 | 3.1 | | | | | | |
| | SC.7 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 17.6 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.5 | | CA / I.. / 9-12 / 2 / d | | | | |
| | MA.2 | 1.6 | | CA / I.. / 9-12 / 3 / e | | | | |
| | MA.3 | 1.7 | | CA / I.. / 9-12 / 3 / f | | | | |
| | MA.4 | 1.8 | | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.5 | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | |

**KEY:** * = may use all "to do" statements  
98 = same Frameworks as previous competency  
# = same Frameworks as previous competency  
99 = "to know" statements may not be applicable

# *Electronics*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.1 | | CA / II.. / 9-12 / 4 / a | | | | |
| | SC.2 | 3.2 | | CA / II.. / 9-12 / 4 / d | | | | |
| | SC.7 | 3.3 | | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.4 | | CA / II.. / 9-12 / 4 / f | | | | |
| | | 3.5 | | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.6 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 4.1 | | CA / II.. / 9-12 / 6 / b | | | | |
| 17.7 | CA.1 | 1.1 | MA / X.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | SC / I.A / 9-12 / 1 / a | | | |
| | CA.3 | 1.2 | | CA / I.. / 9-12 / 1 / d | SC / I.A / 9-12 / 4 / a | | | |
| | CA.4 | 1.3 | | CA / I.. / 9-12 / 2 / a | SC / III.C / 9-12 / 1 / a | | | |
| | CA.6 | 1.4 | | CA / I.. / 9-12 / 2 / c | SC / IV.A / 9-12 / 1 / a | | | |
| | MA.1 | 1.5 | | CA / I.. / 9-12 / 2 / d | SC / IV.C / 9-12 / 1 / a | | | |
| | MA.2 | 1.6 | | CA / I.. / 9-12 / 3 / e | | | | |
| | MA.3 | 1.7 | | CA / I.. / 9-12 / 3 / f | | | | |
| | MA.4 | 1.8 | | CA / I.. / 9-12 / 6 / c | | | | |
| | MA.5 | 1.10 | | CA / I.. / 9-12 / 6 / d | | | | |
| | SC.1 | 3.1 | | CA / II.. / 9-12 / 4 / a | | | | |
| | SC.2 | 3.2 | | CA / II.. / 9-12 / 4 / d | | | | |
| | SC.7 | 3.3 | | CA / II.. / 9-12 / 4 / e | | | | |
| | | 3.4 | | CA / II.. / 9-12 / 4 / f | | | | |
| | | 3.5 | | CA / II.. / 9-12 / 4 / h | | | | |
| | | 3.6 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 4.1 | | CA / II.. / 9-12 / 6 / b | | | | |
| 18.1 | CA.1 | 4.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 4.3 | | | | | | |
| 18.2 | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| 18.3 | CA.5 | 4.3 | | CA / I.. / 9-12 / 3 / b | | | | |
| | | 4.4 | | | | | | |
| 18.4 | CA.1 | 2.1 | | | | | | |
| | | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.7 | | | | | | |

**KEY:**
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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 18.5 | | 2.3<br>4.4 | | | | | | |
| 18.6 | CA.1 | 2.1 | | CA / L / 9-12 / 1 / b | | | | |
| 18.7 | | 4.4 | | | | | | |
| 18.8 | | 4.3 | | | | | | |
| 18.9 | | 2.6<br>4.8 | | | | | | |
| 18.10 | CA.6 | 4.6 | | | | | | |

NOTES: * = Core competencies (essential for the first day on the job). The numbers in brackets (e.g., A01) reflect the IDs used in computerized tracking software. Skill standards were coordinated nationally by GATF; see accompanying performance indicator document for more information. Numbers in parentheses at the end of each competency apply to national skill standards by GATF.

# *Graphic Communications/Printing*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 01.1 | SC.8 | 3.2<br>4.3 | | | | SS / III.A / 9-12 / 1 / c | HP / III.D / 9-12 / 1 / a | |
| 01.2 | HP.2 | 4.1 | | | | SS / III.A / 9-12 / 1 / c | | |
| 01.3 | SC.8 | 3.2<br>4.3 | | | | SS / III.A / 9-12 / 1 / c | HP / III.D / 9-12 / 1 / a | |
| 01.4 | HP.2 | 4.7 | | | | SS / III.A / 9-12 / 1 / c | HP / II.D / 9-12 / 1 / b | |
| 01.5 | SC.8 | 3.2<br>4.3 | | | | SS / III.A / 9-12 / 1 / c | HP / III.D / 9-12 / 1 / a | |
| 02.1 | CA.2<br>CA.3<br>CA.4<br>CA.5<br>CA.6<br>CA.7 | 1.3<br>1.7 | | CA / I.. / 9-12 / 2 / a | | SS / III.A / 9-12 / 1 / c | | |
| 02.2 | MA.1 | 1.6<br>3.5 | MA / I.. / 9-12 / 1 / a | | | SS / III.A / 9-12 / 1 / c | | |
| 02.3 | MA.1 | 2.2<br>3.4<br>3.6<br>3.7<br>3.8 | MA / I.. / 9-12 / 4 / e | | | SS / III.A / 9-12 / 1 / c | | |
| 02.4 | MA.1 | 2.2<br>3.4<br>3.6<br>3.7<br>3.8 | MA / I.. / 9-12 / 4 / e | | | SS / III.A / 9-12 / 1 / c | | |
| 03.1 | FA.1<br>FA.2 | 2.5<br>3.6 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 6 / b |
| 03.2 | FA.1<br>FA.2 | 2.2<br>2.5 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 2 / b |

KEY:
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# Graphic Communications/Printing

**Cross-Reference to Show-Me Standards (main report)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.1<br>3.2<br>3.3 | | | | | | |
| 03.3 | MA.1<br>MA.4 | 1.10<br>2.6<br>3.2<br>3.3 | MA / I.. / 9-12 / 1 / b<br>MA / V.. / 9-12 / 2 / a<br>MA / VI.. / 9-12 / 2 / c | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 2 / b |
| 03.4 | CA.1<br>CA.4 | 1.8<br>1.10 | | CA / I.. / 9-12 / 6 / a | | SS / III.A / 9-12 / 1 / c | | |
| 03.5 | FA.1<br>FA.2 | 3.3 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.B / 9-12 / 3 / b |
| 03.6 | FA.1<br>FA.2 | 3.3 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.B / 9-12 / 3 / b |
| 03.7 | FA.1<br>FA.2<br>FA.4 | 2.5<br>3.2<br>3.3 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 2 / a |
| 03.8 | FA.1<br>FA.2 | 2.2<br>2.5<br>3.1<br>3.2<br>3.3 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 2 / b |
| 03.9 | FA.1<br>FA.2 | 2.5<br>3.2<br>3.3 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 2 / a |
| 04.1 | MA.1 | 1.6<br>2.2 | MA / II.. / 9-12 / 3 / a | | | SS / III.A / 9-12 / 1 / c | | |
| 04.2 | CA.5 | 1.5<br>1.8 | | | | SS / III.A / 9-12 / 1 / c | | |
| 04.3 | CA.3 | | | CA / II.. / 9-12 / 6 / a<br>CA / II.. / 9-12 / 6 / b | | SS / III.A / 9-12 / 1 / c | | |
| 04.4 | CA.5 | 1.5<br>1.8 | | | | SS / III.A / 9-12 / 1 / c | | |

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## *Graphic Communications/Printing*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 04.5 | MA.1 | 1.6<br>2.2 | MA / II.. / 9-12 / 3 / a | | | SS / III.A / 9-12 / 1 / c | | |
| 04.6 | FA.1<br>FA.4 | 3.4<br>4.4 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 3 / a |
| 04.7 | CA.1<br>CA.3<br>CA.7 | 2.1<br>4.1 | | | | SS / III.A / 9-12 / 1 / c | | |
| 04.8 | CA.1<br>CA.3 | 2.2<br>2.3 | | | | SS / III.A / 9-12 / 1 / c | | |
| 04.9 | FA.1<br>FA.4 | 3.1<br>4.6 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| 04.10 | FA.3 | | | | | SS / III.A / 9-12 / 1 / c | | FA / III.D / 9-12 / 3 / a |
| 04.11 | CA.1<br>CA.3<br>CA.5 | 1.5<br>1.8 | | | | SS / III.A / 9-12 / 1 / c | | |
| 04.12 | CA.1<br>CA.5 | 1.5<br>1.8 | | | | SS / III.A / 9-12 / 1 / c | | |
| 05.1 | CA.1<br>CA.2 | 1.6<br>4.1 | | CA / IV.. / 9-12 / 3 / d | | SS / III.A / 9-12 / 1 / c | | |
| 05.2 | CA.5 | 1.5<br>1.8 | | | | SS / III.A / 9-12 / 1 / c | | |
| 05.3 | FA.1<br>FA.3 | 3.4<br>4.4 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 3 / a |
| 05.4 | FA.1<br>FA.2<br>FA.4 | 2.5<br>2.7 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / c<br>FA / IV.D / 9-12 / 1 / f |
| 05.5 | CA.1<br>CA.3 | 1.6<br>2.1<br>4.1 | | CA / IV.. / 9-12 / 3 / c | | SS / III.A / 9-12 / 1 / c | | |
| 05.6 | CA.1<br>CA.3 | 1.6<br>2.1<br>4.1 | | CA / IV.. / 9-12 / 3 / c | | SS / III.A / 9-12 / 1 / c | | |

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# Graphic Communications/Printing

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 05.7 | CA.4<br>CA.5<br>CA.6<br>CA.7 | 2.1<br>2.7 | | CA / II.. / 9-12 / 2 / b | | SS / III.A / 9-12 / 1 / c | | |
| 05.8 | CA.4<br>CA.5<br>CA.6<br>CA.7 | 2.1<br>2.7 | | CA / II.. / 9-12 / 2 / b | | SS / III.A / 9-12 / 1 / c | | |
| 05.9 | CA.4<br>CA.5<br>CA.6<br>CA.7 | 2.1<br>2.7 | | CA / II.. / 9-12 / 2 / b | | SS / III.A / 9-12 / 1 / c | | |
| 05.10 | FA.1<br>FA.2 | 3.2 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.B / 9-12 / 3 / b |
| 05.11 | CA.2<br>CA.7 | 1.4<br>1.7 | | CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / b<br>CA / I.. / 9-12 / 2 / c | | SS / III.A / 9-12 / 1 / c | | |
| 05.12 | CA.2<br>CA.7 | 1.4<br>1.7 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | |
| 05.13 | CA.1<br>CA.2 | 2.1<br>2.2<br>2.3<br>2.4<br>2.5<br>2.7 | | CA / II.. / 9-12 / 5 / a<br>CA / II.. / 9-12 / 5 / b<br>CA / II.. / 9-12 / 5 / d | | SS / III.A / 9-12 / 1 / c | | |
| 05.14 | FA.3<br>FA.4 | 1.10<br>3.1<br>3.4<br>4.4 | | | | SS / III.A / 9-12 / 1 / c | | FA / II.D / 9-12 / 3 / a<br>FA / II.D / 9-12 / 4 / a<br>FA / II.D / 9-12 / 4 / b |
| 05.15 | FA.3<br>FA.4 | 1.10<br>3.1<br>3.4<br>4.4 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 3 / a<br>FA / IV.D / 9-12 / 4 / a<br>FA / IV.D / 9-12 / 4 / b |

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# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 05.16 | FA.3 | 1.10 | | | | SS / III.A / 9-12 / 1 / c | | FA / I.A / 9-12 / 98 / # |
| | FA.4 | 3.1 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| 05.17 | FA.3 | 1.10 | | | | SS / III.A / 9-12 / 1 / c | | FA / I.A / 9-12 / 98 / # |
| | FA.4 | 3.1 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| 05.18 | FA.1 | 2.2 | | | | SS / III.A / 9-12 / 1 / c | | |
| | FA.4 | 2.5 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| 05.19 | CA.2 | 2.1 | | CA / II.. / 9-12 / 5 / a | | SS / III.A / 9-12 / 1 / c | | |
| | CA.3 | 2.2 | | CA / II.. / 9-12 / 5 / b | | | | |
| | CA.4 | 2.5 | | CA / II.. / 9-12 / 5 / d | | | | |
| 05.20 | FA.2 | 2.2 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 2 / a |
| | | 2.5 | | | | | | FA / IV.D / 9-12 / 2 / b |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| 05.21 | MA.1 | 1.5 | MA / VI.. / 9-12 / 3 / 1 | | | SS / III.A / 9-12 / 1 / c | | |
| | MA.2 | 2.4 | | | | | | |
| | MA.5 | | | | | | | |
| 05.22 | CA.1 | 1.4 | | CA / III.. / 9-12 / 1 / l | | SS / III.A / 9-12 / 1 / c | | |
| | CA.2 | 1.7 | | CA / III.. / 9-12 / 1 / g | | | | |
| | CA.3 | 2.7 | | CA / III.. / 9-12 / 1 / h | | | | |
| | CA.4 | 3.6 | | CA / III.. / 9-12 / 1 / i | | | | |
| | CA.5 | | | CA / III.. / 9-12 / 1 / j | | | | |
| | CA.6 | | | | | | | |
| | CA.7 | | | | | | | |
| 05.23 | CA.1 | 1.4 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | |
| | CA.2 | 1.7 | | | | | | |
| | CA.3 | 2.7 | | | | | | |
| | CA.4 | 3.6 | | | | | | |

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# Graphic Communications/Printing

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.5 | | | | | | | |
| | CA.6 | | | | | | | |
| | CA.7 | | | | | | | |
| 05.24 | FA.1 | 2.5 | MA / I.. / 9-12 / 3 / b | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / c |
| | FA.3 | 2.7 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| 05.25 | CA.1 | 2.1 | | CA / II.. / 9-12 / 4 / b | | SS / III.A / 9-12 / 1 / c | | |
| | CA.3 | 2.2 | | CA / II.. / 9-12 / 4 / d | | | | |
| | | 2.3 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | | | CA / II.. / 9-12 / 6 / b | | | | |
| 05.26 | CA.4 | 1.6 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / c |
| | CA.5 | 2.7 | | | | | | |
| | CA.6 | 3.1 | | | | | | |
| | CA.7 | 3.5 | | | | | | |
| | FA.2 | | | | | | | |
| 05.27 | FA.1 | 3.1 | MA / I.. / 9-12 / 3 / b | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / c |
| | | 3.5 | | | | | | |
| 05.28 | CA.4 | 1.6 | MA / I.. / 9-12 / 3 / b | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / c |
| | CA.5 | 2.7 | | | | | | |
| | CA.6 | 3.1 | | | | | | |
| | CA.7 | 3.5 | | | | | | |
| | FA.2 | | | | | | | |
| 05.29 | CA.4 | 1.6 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / c |
| | CA.5 | 2.7 | | | | | | |
| | CA.6 | 3.1 | | | | | | |
| | CA.7 | 3.5 | | | | | | |
| | FA.2 | | | | | | | |
| 05.30 | CA.1 | 2.1 | | CA / II.. / 9-12 / 6 / b | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / c |
| | | 2.2 | | | | | | |
| | | 2.3 | | | | | | |

| KEY: | |
|---|---|
| ' = may use all 'to do' statements | # = same Frameworks as previous competency |
| 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1997

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.4 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| 05.31 | CA.1 | 2.1 | | CA / IL. / 9-12 / 6 / b | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / c |
| | | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.4 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| 05.32 | CA.1 | 2.1 | | CA / IL. / 9-12 / 6 / b | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / c |
| | | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.4 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| 05.33 | CA.1 | 2.1 | | CA / IL. / 9-12 / 6 / b | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / c |
| | | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.4 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| 05.34 | CA.1 | 2.1 | | CA / IL. / 9-12 / 6 / b | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / c |
| | | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.4 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| 06.1 | FA.1 | 4.4 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / a |
| | | 4.5 | | | | | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.6 | | | | | | |
| 06.2 | FA.2<br>FA.3<br>FA.4<br>FA.5 | 1.10 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.C / 9-12 / 2 / a |
| 06.3 | FA.2 | 1.6<br>3.2<br>3.3 | MA / I.. / 9-12 / 3 / b<br>MA / I.. / 9-12 / 3 / c | | | SS / III.A / 9-12 / 1 / c | | FA / IV.C / 9-12 / 4 / a |
| 06.4 | FA.2 | 1.6<br>3.2<br>3.3 | MA / I.. / 9-12 / 98 / # | | | SS / III.A / 9-12 / 1 / c | | FA / IV.C / 9-12 / 4 / a |
| 06.5 | FA.2 | 1.6<br>3.2<br>3.3 | MA / I.. / 9-12 / 98 / # | | | SS / III.A / 9-12 / 1 / c | | FA / IV.C / 9-12 / 4 / a |
| 06.6 | FA.2 | 1.6<br>3.2<br>3.3 | MA / I.. / 9-12 / 98 / # | | | SS / III.A / 9-12 / 1 / c | | FA / IV.C / 9-12 / 4 / a |
| 06.7 | FA.2 | 1.6<br>3.2<br>3.3 | MA / I.. / 9-12 / 98 / # | | | SS / III.A / 9-12 / 1 / c | | FA / IV.C / 9-12 / 4 / a |
| 06.8 | FA.2 | 1.6<br>3.2<br>3.3 | MA / I.. / 9-12 / 98 / # | | | SS / III.A / 9-12 / 1 / c | | FA / IV.C / 9-12 / 4 / a |
| 06.9 | FA.2 | 1.6<br>3.2<br>3.3 | MA / I.. / 9-12 / 98 / # | | | SS / III.A / 9-12 / 1 / c | | FA / IV.C / 9-12 / 4 / a |
| 06.10 | FA.2 | 1.6<br>3.2<br>3.3 | MA / I.. / 9-12 / 98 / # | | | SS / III.A / 9-12 / 1 / c | | FA / IV.C / 9-12 / 4 / a |
| 07.1 | MA.1<br>MA.5 | 3.1<br>3.2<br>3.3<br>3.4 | MA / I.. / 9-12 / 98 / # | | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| 07.2 | MA.1 | 3.1 | MA / I.. / 9-12 / 98 / # | | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | MA.5 | 3.8 | | | | | | |
| 07.3 | MA.1 | 3.1 | MA / I.. / 9-12 / 98 / # | | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | MA.5 | 3.8 | | | | | | |
| 07.4 | MA.1 | 3.1 | MA / I.. / 9-12 / 98 / # | | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | MA.5 | 3.8 | | | | | | |
| 07.5 | MA.1 | 3.1 | MA / I.. / 9-12 / 98 / # | | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | MA.5 | 3.8 | | | | | | |
| 07.6 | MA.1 | 3.1 | MA / I.. / 9-12 / 98 / # | | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | MA.5 | 3.8 | | | | | | |
| 08.1 | MA.1 | 3.1 | | | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | MA.5 | 3.8 | | | | | | |
| 08.2 | MA.1 | 3.1 | | | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | MA.5 | 3.8 | | | | | | |
| 08.3 | MA.1 | 3.1 | | | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | MA.5 | 3.8 | | | | | | |
| 08.4 | MA.1 | 3.1 | | | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | MA.5 | 3.8 | | | | | | |
| 08.5 | MA.1 | 3.1 | | | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | MA.5 | 3.8 | | | | | | |
| 09.1 | FA.1 | 2.5 | MA / I.. / 9-12 / 4 / b | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / a |
| | FA.2 | 2.6 | MA / I.. / 9-12 / 4 / c | | | | | FA / IV.D / 9-12 / 1 / b |
| | MA.1 | 2.7 | MA / I.. / 9-12 / 4 / d | | | | | FA / IV.D / 9-12 / 1 / g |
| | MA.5 | 3.2 | | | | | | |
| 09.2 | FA.1 | 2.5 | MA / I.. / 9-12 / 98 / # | | | SS / III.A / 9-12 / 1 / c | | FA / IV.A / 9-12 / 1 / a |
| | FA.2 | 2.6 | | | | | | |
| | MA.1 | 2.7 | | | | | | |

KEY: ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.5 | 3.2 | | | | | | |
| 09.3 | FA.1 | 2.5 | MA / I.. / 9-12 / 98 / # | | | SS / III.A / 9-12 / 1 / c | | FA / IV.A / 9-12 / 1 / a |
| | FA.2 | 2.6 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| 09.4 | FA.1 | 2.5 | MA / I.. / 9-12 / 98 / # | | | SS / III.A / 9-12 / 1 / c | | FA / I.A / 9-12 / 1 / a |
| | FA.2 | 2.6 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| 09.5 | FA.1 | 2.5 | MA / I.. / 9-12 / 98 / # | | | SS / III.A / 9-12 / 1 / c | | FA / IV.A / 9-12 / 1 / a |
| | FA.2 | 2.6 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| 09.6 | CA.3 | 2.5 | MA / I.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / f | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / e |
| | MA.1 | 2.6 | MA / I.. / 9-12 / 1 / c | CA / III.. / 9-12 / 1 / g | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / g |
| | | 2.7 | MA / I.. / 9-12 / 1 / d | CA / III.. / 9-12 / 1 / h | | SS / III.A / 9-12 / 1 / d | | |
| | | 3.1 | | CA / III.. / 9-12 / 1 / i | | SS / III.A / 9-12 / 1 / d | | |
| | | 3.4 | | CA / III.. / 9-12 / 1 / j | | SS / III.A / 9-12 / 1 / e | | |
| | | | | | | SS / III.A / 9-12 / 1 / e | | |
| 09.7 | CA.3 | 2.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | MA.1 | 2.6 | | | | SS / III.A / 9-12 / 1 / d | | |
| | | 2.7 | | | | SS / III.A / 9-12 / 1 / e | | |
| | | 3.1 | | | | | | |
| | | 3.4 | | | | | | |
| 09.8 | CA.3 | 2.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | MA.1 | 2.6 | | | | SS / III.A / 9-12 / 1 / d | | |
| | | 2.7 | | | | SS / III.A / 9-12 / 1 / e | | |
| | | 3.1 | | | | | | |
| | | 3.4 | | | | | | |
| 09.9 | CA.3 | 2.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | MA.1 | 2.6 | | | | SS / III.A / 9-12 / 1 / d | | |
| | | 2.7 | | | | SS / III.A / 9-12 / 1 / e | | |
| | | 3.1 | | | | | | |
| | | 3.4 | | | | | | |

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**KEY:**
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# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 09.10 | CA.3 | 2.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | MA.1 | 2.6 | | | | SS / III.A / 9-12 / 1 / d | | |
| | | 2.7 | | | | SS / III.A / 9-12 / 1 / e | | |
| | | 3.1 | | | | | | |
| | | 3.4 | | | | | | |
| 10.1 | CA.3 | 2.1 | | CA / II.. / 9-12 / 4 / d | | SS / III.A / 9-12 / 1 / c | | |
| | CA.5 | 2.2 | | CA / II.. / 9-12 / 4 / g | | | | |
| | | 4.5 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | | | CA / II.. / 9-12 / 6 / b | | | | |
| 10.2 | CA.3 | 2.1 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | |
| | CA.5 | 2.2 | | | | | | |
| | | 4.5 | | | | | | |
| 10.3 | CA.3 | 2.1 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | |
| | CA.5 | 2.2 | | | | | | |
| | | 4.5 | | | | | | |
| 10.4 | CA.3 | 2.1 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | |
| | CA.5 | 2.2 | | | | | | |
| | | 4.5 | | | | | | |
| 10.5 | CA.3 | 2.1 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | |
| | CA.5 | 2.2 | | | | | | |
| | | 4.5 | | | | | | |
| 10.6 | CA.3 | 2.1 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | |
| | CA.5 | 2.2 | | | | | | |
| | | 4.5 | | | | | | |
| 10.7 | CA.3 | 2.1 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | |
| | CA.5 | 2.2 | | | | | | |
| | | 4.5 | | | | | | |
| 11.1 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / III.. / 9-12 / 1 / a | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | CA.2 | 1.7 | MA / I.. / 9-12 / 1 / b | CA / III.. / 9-12 / 1 / b | | | | |
| | CA.3 | 1.8 | MA / I.. / 9-12 / 1 / c | CA / III.. / 9-12 / 1 / c | | | | |
| | CA.4 | 2.1 | MA / I.. / 9-12 / 1 / d | CA / III.. / 9-12 / 1 / d | | | | |
| | CA.5 | 2.3 | MA / I.. / 9-12 / 1 / e | CA / III.. / 9-12 / 1 / f | | | | |
| | CA.6 | 2.6 | | CA / III.. / 9-12 / 1 / h | | | | |

**KEY:**
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# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.7 | 3.1 | | CA / III.. / 9-12 / 1 / i | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 11.2 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | CA.2 | 1.7 | | | | | | |
| | CA.3 | 1.8 | | | | | | |
| | CA.4 | 2.1 | | | | | | |
| | CA.5 | 2.3 | | | | | | |
| | CA.6 | 2.6 | | | | | | |
| | CA.7 | 3.1 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 11.3 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | CA.2 | 1.7 | MA / I.. / 9-12 / 1 / b | | | | | |
| | CA.3 | 1.8 | | | | | | |
| | CA.4 | 2.1 | | | | | | |
| | CA.5 | 2.3 | | | | | | |
| | CA.6 | 2.6 | | | | | | |
| | CA.7 | 3.1 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 11.4 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | CA.2 | 1.7 | | | | | | |
| | CA.3 | 1.8 | | | | | | |
| | CA.4 | 2.1 | | | | | | |
| | CA.5 | 2.3 | | | | | | |
| | CA.6 | 2.6 | | | | | | |
| | CA.7 | 3.1 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 11.5 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | CA.2 | 1.7 | | | | | | |
| | CA.3 | 1.8 | | | | | | |
| | CA.4 | 2.1 | | | | | | |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.5 | 2.3 | | | | | | |
| | CA.6 | 2.6 | | | | | | |
| | CA.7 | 3.1 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 11.6 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | CA.2 | 1.7 | | | | | | |
| | CA.3 | 1.8 | | | | | | |
| | CA.4 | 2.1 | | | | | | |
| | CA.5 | 2.3 | | | | | | |
| | CA.6 | 2.6 | | | | | | |
| | CA.7 | 3.1 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 11.7 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | CA.2 | 1.7 | | | | | | |
| | CA.3 | 1.8 | | | | | | |
| | CA.4 | 2.1 | | | | | | |
| | CA.5 | 2.3 | | | | | | |
| | CA.6 | 2.6 | | | | | | |
| | CA.7 | 3.1 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 11.8 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | CA.2 | 1.7 | | | | | | |
| | CA.3 | 1.8 | | | | | | |
| | CA.4 | 2.1 | | | | | | |
| | CA.5 | 2.3 | | | | | | |
| | CA.6 | 2.6 | | | | | | |
| | CA.7 | 3.1 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.1 | CA.2 | 1.4 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | CA.3 | 1.7 | | | | | | |

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KEY: ' = may use all "to do" statements  # = same Frameworks as previous competency
98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

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# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.1 | 1.8 | | | | | | |
| | FA.2 | 2.1 | | | | | | |
| | FA.3 | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.2 | CA.2 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | |
| | CA.3 | 1.7 | MA / I.. / 9-12 / 1 / b | | | | | |
| | | 1.8 | MA / I.. / 9-12 / 1 / c | | | | | |
| | | 2.1 | MA / I.. / 9-12 / 1 / d | | | | | |
| | | 3.1 | MA / I.. / 9-12 / 1 / e | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.3 | CA.2 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | CA.3 | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.4 | CA.2 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | |
| | CA.3 | 1.7 | | | | | | |
| | MA.1 | 1.8 | | | | | | |
| | MA.2 | 2.1 | | | | | | |
| | MA.3 | 3.1 | | | | | | |
| | SC.3 | 3.6 | | | | | | |
| | SC.7 | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.5 | CA.2 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 1 / a |
| | CA.3 | 1.7 | | | | | | |
| | FA.1 | 1.8 | | | | | | |
| | MA.1 | 2.1 | | | | | | |

**KEY:** * = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.6 | FA.1 | 1.4 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.7 | FA.1 | 1.4 | | | | | | FA / IV.D / 9-12 / 7 / a |
| | | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.8 | FA.1 | 1.4 | | | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.9 | FA.1 | | MA / I.. / 9-12 / 1 / a | CA / IV.. / 9-12 / 1 / a | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | | | MA / I.. / 9-12 / 1 / b | CA / IV.. / 9-12 / 1 / b | | | | |
| | | | MA / I.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 1 / c | | | | |
| | | | MA / I.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 1 / d | | | | |
| | | | MA / I.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 1 / f | | | | |
| | | | | CA / IV.. / 9-12 / 1 / h | | | | |

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# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | | | CA / IV.. / 9-12 / 1 / i | | | | |
| 12.10 | FA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.11 | FA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | MA.1 | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.12 | FA.1 | 1.4 | | | | | | FA / IV.D / 9-12 / 7 / a |
| | | 1.7 | | | | | | |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| 12.13 | FA.1 | | | | | | | FA / IV.D / 9-12 / 7 / a |
| 12.14 | FA.1 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / IV.. / 9-12 / 1 / a | | | | FA / IV.D / 9-12 / 7 / a |
| | | 1.7 | MA / I.. / 9-12 / 1 / b | CA / IV.. / 9-12 / 1 / b | | | | |
| | | 1.8 | MA / I.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 1 / c | | | | |
| | | 2.1 | MA / I.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 1 / d | | | | |
| | | 3.1 | MA / I.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 1 / f | | | | |
| | | 3.6 | | CA / IV.. / 9-12 / 1 / h | | | | |
| | | 3.7 | | CA / IV.. / 9-12 / 1 / i | | | | |
| | | 3.8 | | | | | | |

**KEY:**
* = may use all "to do" statements
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# *Graphic Communications/Printing*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 12.15 | FA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / IV.. / 9-12 / 98 / # |  | SS / III.A / 9-12 / 1 / c |  | FA / IV.D / 9-12 / 7 / a |
|  |  | 1.7 |  |  |  |  |  |  |
|  |  | 1.8 |  |  |  |  |  |  |
|  |  | 2.1 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 3.7 |  |  |  |  |  |  |
|  |  | 3.8 |  |  |  |  |  |  |
| 12.16 | FA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # |  | SS / III.A / 9-12 / 1 / c |  | FA / IV.D / 9-12 / 7 / a |
|  |  | 1.7 |  |  |  |  |  |  |
|  |  | 1.8 |  |  |  |  |  |  |
|  |  | 2.1 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 3.7 |  |  |  |  |  |  |
|  |  | 3.8 |  |  |  |  |  |  |
| 12.17 | FA.1 | 1.4 |  |  |  | SS / III.A / 9-12 / 1 / c |  | FA / IV.D / 9-12 / 7 / a |
|  |  | 1.7 |  |  |  |  |  |  |
|  |  | 1.8 |  |  |  |  |  |  |
|  |  | 2.1 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 3.7 |  |  |  |  |  |  |
|  |  | 3.8 |  |  |  |  |  |  |
| 12.18 | FA.1 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / IV.. / 9-12 / 1 / a |  |  |  | FA / IV.D / 9-12 / 7 / a |
|  | MA.1 | 1.8 | MA / I.. / 9-12 / 1 / b | CA / IV.. / 9-12 / 1 / b |  |  |  |  |
|  |  | 2.1 | MA / I.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 1 / c |  |  |  |  |
|  |  | 3.1 | MA / I.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 1 / d |  |  |  |  |
|  |  | 3.6 | MA / I.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 1 / f |  |  |  |  |
|  |  | 3.8 |  | CA / IV.. / 9-12 / 1 / h |  |  |  |  |
|  |  |  |  | CA / IV.. / 9-12 / 1 / i |  |  |  |  |
| 12.19 | FA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # |  |  |  | FA / IV.D / 9-12 / 7 / a |
|  | MA.1 | 1.8 |  |  |  |  |  |  |
|  |  | 2.1 |  |  |  |  |  |  |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| 12.20 | FA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | FA.3 | 1.8 | | | | | | |
| | MA.2 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| 12.21 | FA.1 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| 12.22 | FA.1 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | MA.1 | 1.8 | MA / I.. / 9-12 / 1 / b | | | | | |
| | | 2.1 | MA / I.. / 9-12 / 1 / c | | | | | |
| | | 3.1 | MA / I.. / 9-12 / 1 / d | | | | | |
| | | 3.6 | MA / I.. / 9-12 / 1 / e | | | | | |
| | | 3.8 | | | | | | |
| 12.23 | FA.1 | 1.4 | | | | | | FA / IV.D / 9-12 / 7 / a |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| 12.24 | FA.1 | 1.4 | | | | | | FA / IV.D / 9-12 / 7 / a |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| 12.25 | FA.1 | 1.4 | | CA / IV.. / 9-12 / 1 / a | | | | FA / IV.D / 9-12 / 7 / a |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 1.8 | | CA / IV.. / 9-12 / 1 / b | | | | |
| | | 2.1 | | CA / IV.. / 9-12 / 1 / c | | | | |
| | | 3.1 | | CA / IV.. / 9-12 / 1 / d | | | | |
| | | 3.6 | | CA / IV.. / 9-12 / 1 / f | | | | |
| | | 3.8 | | CA / IV.. / 9-12 / 1 / h | | | | |
| | | | | CA / IV.. / 9-12 / 1 / i | | | | |
| 12.26 | FA.1 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| 12.27 | FA.1 | 1.4 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| 12.28 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | MA / I.. / 9-12 / 1 / b | | | | | |
| | MA.2 | 2.1 | MA / I.. / 9-12 / 1 / c | | | | | |
| | | 3.1 | MA / I.. / 9-12 / 1 / d | | | | | |
| | | 3.6 | MA / I.. / 9-12 / 1 / e | | | | | |
| | | 3.8 | | | | | | |
| 12.29 | FA.1 | 1.4 | | | SC / III.A / 9-12 / 3 / a | | | FA / IV.D / 9-12 / 7 / a |
| | SC.7 | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| 12.30 | CA.3 | 1.4 | | CA / IV.. / 9-12 / 1 / a | SC / III.A / 9-12 / 3 / a | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | CA / IV.. / 9-12 / 1 / b | | | | |
| | SC.7 | 2.1 | | CA / IV.. / 9-12 / 1 / c | | | | |
| | | 3.1 | | CA / IV.. / 9-12 / 1 / d | | | | |

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# *Graphic Communications/Printing*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.6 | | CA / IV.. / 9-12 / 1 / f | | | | |
| | | 3.8 | | CA / IV.. / 9-12 / 1 / h | | | | |
| | | | | CA / IV.. / 9-12 / 1 / i | | | | |
| 12.31 | FA.1 | 1.4 | | | | | | FA / IV.D / 9-12 / 7 / a |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| 12.32 | CA.3 | 1.4 | | CA / IV.. / 9-12 / 1 / a | SC / I.A / 9-12 / 4 / a | | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | CA / IV.. / 9-12 / 1 / b | | | | |
| | SC.2 | 2.1 | | CA / IV.. / 9-12 / 1 / c | | | | |
| | | 3.1 | | CA / IV.. / 9-12 / 1 / d | | | | |
| | | 3.3 | | CA / IV.. / 9-12 / 1 / f | | | | |
| | | 3.6 | | CA / IV.. / 9-12 / 1 / h | | | | |
| | | | | CA / IV.. / 9-12 / 1 / i | | | | |
| 12.33 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 12.34 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | SC.2 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 12.35 | CA.3 | 1.4 | | CA / IV.. / 9-12 / 98 / # | SC / I.A / 9-12 / 4 / a | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |

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# Graphic Communications/Printing

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 13.1 | FA.1 | 1.4<br>1.8<br>2.1<br>3.1<br>3.3<br>3.6 | | | | | | FA / IV.D / 9-12 / 7 / a |
| 13.2 | CA.3<br>FA.1<br>MA.1<br>MA.2 | | MA / I.. / 9-12 / 1 / a<br>MA / I.. / 9-12 / 1 / b<br>MA / I.. / 9-12 / 1 / c<br>MA / I.. / 9-12 / 1 / d<br>MA / I.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 1 / a<br>CA / IV.. / 9-12 / 1 / b<br>CA / IV.. / 9-12 / 1 / c<br>CA / IV.. / 9-12 / 1 / d<br>CA / IV.. / 9-12 / 1 / f<br>CA / IV.. / 9-12 / 1 / h<br>CA / IV.. / 9-12 / 1 / i | | | | FA / IV.D / 9-12 / 7 / a |
| 13.3 | CA.3<br>FA.1<br>MA.2 | 1.4<br>1.8<br>2.1<br>3.1<br>3.3<br>3.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| 13.4 | FA.1<br>MA.1 | 1.4<br>1.8<br>2.1<br>3.1<br>3.3<br>3.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| 13.5 | CA.3<br>FA.1<br>MA.1<br>MA.2 | 1.4<br>1.8<br>2.1<br>3.1<br>3.3<br>3.6 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| 13.6 | FA.1<br>MA.1 | 1.4<br>1.8<br>2.1 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |

KEY:
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98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1997

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 13.7 | FA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | MA.1 | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 13.8 | FA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / IV.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | MA.1 | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 13.9 | FA.1 | 1.4 | | CA / IV.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 13.10 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | MA / I.. / 9-12 / 1 / b | | | | | |
| | MA.1 | 2.1 | MA / I.. / 9-12 / 1 / c | | | | | |
| | | 3.1 | MA / I.. / 9-12 / 1 / d | | | | | |
| | | 3.3 | MA / I.. / 9-12 / 1 / e | | | | | |
| | | 3.6 | | | | | | |
| 13.11 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 13.12 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |

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## Graphic Communications/Printing

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | FA.1 | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 13.13 | CA.3 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | MA.1 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 13.14 | CA.3 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / IV.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | MA.1 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 13.15 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 13.16 | CA.3 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | MA.1 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 13.17 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 4 / a | | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | SC.2 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.6 | | | | | | |
| 14.1 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| 14.2 | CA.3 | 1.4 | | CA / IV.. / 9-12 / 98 / # | | | HP / III.B / 9-12 / 2 / b | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | HP.4 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 14.3 | | | | | | SS / III.A / 9-12 / 1 / c | | |
| 14.4 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / IV.. / 9-12 / 1 / a | | SS / III.A / 9-12 / 1 / c | | |
| | MA.1 | 1.8 | MA / I.. / 9-12 / 1 / b | CA / IV.. / 9-12 / 1 / b | | | | |
| | | 2.1 | MA / I.. / 9-12 / 1 / c | CA / IV.. / 9-12 / 1 / c | | | | |
| | | 3.1 | MA / I.. / 9-12 / 1 / d | CA / IV.. / 9-12 / 1 / d | | | | |
| | | 3.2 | MA / I.. / 9-12 / 1 / e | CA / IV.. / 9-12 / 1 / f | | | | |
| | | 3.3 | | CA / IV.. / 9-12 / 1 / h | | | | |
| | | 3.6 | | CA / IV.. / 9-12 / 1 / i | | | | |
| | | 4.1 | | | | | | |
| 15.1 | CA.3 | 1.4 | | CA / IV.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 15.2 | CA.3 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | MA.1 | 2.1 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 4.1 |  |  |  |  |  |  |
| 15.3 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # |  | SS / III.A / 9-12 / 1 / c |  | FA / IV.D / 9-12 / 7 / a |
|  | FA.1 | 1.8 | MA / I.. / 9-12 / 1 / b |  |  |  |  |  |
|  | MA.1 | 2.1 | MA / I.. / 9-12 / 1 / c |  |  |  |  |  |
|  |  | 3.1 | MA / I.. / 9-12 / 1 / d |  |  |  |  |  |
|  |  | 3.2 | MA / I.. / 9-12 / 1 / e |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 4.1 |  |  |  |  |  |  |
| 15.4 | CA.3 | 1.4 |  | CA / I.. / 9-12 / 98 / # |  | SS / III.A / 9-12 / 1 / c |  | FA / IV.D / 9-12 / 7 / a |
|  | FA.1 | 1.8 |  |  |  |  |  |  |
|  |  | 2.1 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 4.1 |  |  |  |  |  |  |
| 15.5 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # |  |  |  | FA / IV.D / 9-12 / 7 / a |
|  | FA.1 | 1.8 | MA / I.. / 9-12 / 1 / b |  |  |  |  |  |
|  | MA.1 | 2.1 | MA / I.. / 9-12 / 1 / c |  |  |  |  |  |
|  |  | 3.1 | MA / I.. / 9-12 / 1 / d |  |  |  |  |  |
|  |  | 3.2 | MA / I.. / 9-12 / 1 / e |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 4.1 |  |  |  |  |  |  |
| 15.6 | CA.3 | 1.4 |  | CA / I.. / 9-12 / 98 / # |  | SS / III.A / 9-12 / 1 / c |  | FA / IV.D / 9-12 / 7 / a |
|  | FA.1 | 1.8 |  |  |  |  |  |  |
|  |  | 2.1 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |

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993

1000

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 15.7 | CA.3 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | | | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | MA.1 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 16.1 | CA.1 | 1.4 | MA / I.. / 9-12 / 98 / # | CA / IV.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | HP / III.B / 9-12 / 2 / b | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | MA.1 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 16.2 | CA.1 | 1.4 | MA / I.. / 9-12 / 1 / a | CA / I.. / 9-12 / 98 / # | | SS / III.A / 9-12 / 1 / c | HP / III.B / 9-12 / 2 / b | FA / IV.D / 9-12 / 7 / a |
| | FA.1 | 1.8 | | | | | | |
| | MA.1 | 2.1 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.1 | | | | | | |
| 17.1 | CA.1 | 4.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 4.3 | | | | | | |
| 17.2 | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| 17.3 | CA.5 | 4.3 | | CA / I.. / 9-12 / 3 / b | | | | |

**KEY:**
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98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

1001

Competency Profile Date: 1997

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# Graphic Communications/Printing

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.4 | | | | | | |
| 17.4 | CA.1 | 2.1<br>2.2<br>2.3<br>2.7 | | | | | | |
| 17.5 | | 2.3<br>4.4 | | | | | | |
| 17.6 | CA.1 | 2.1 | | | | | | |
| 17.7 | | 4.4 | | | | | | |
| 17.8 | | 4.3 | | | | | | |
| 17.9 | | 2.6<br>4.8 | | | | | | |
| 17.10 | CA.6 | 4.6 | | | | | | |

KEY: ' = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

NOTES: * = Core/essential skill, (B) = Blueprint, (M) = Math, (Sa) = Safety, (Sc) = Science, (T) = Tools. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# Industrial Maintenance

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A.1 | HP.6 | 4.7 | | | | | | |
| A.2 | HP.2 | 4.7 | | | | | | |
| A.3 | HP.2 | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.7 | | | | | | |
| A.4 | HP.2 | 4.7 | | | | | | |
| A.5 | HP.2 | 4.7 | | | | | | |
| A.6 | HP.2 | 4.7 | | | | | | |
| B.1 | SC.2 | 1.10 | | | SC / IV.B / 9-12 / 1 / a | | | |
| | | | | | SC / IV.B / 9-12 / 2 / a | | | |
| | | | | | SC / IV.C / 9-12 / 1 / a | | | |
| B.2 | CA.3 | 1.5 | | | SC / IV.B / 9-12 / 1 / a | | | |
| | SC.2 | 1.10 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | | | | | SC / IV.C / 9-12 / 1 / a | | | |
| | | | | | SC / IV.C / 9-12 / 2 / a | | | |
| C.1 | MA.1 | 1.8 | | | | | | |
| C.2 | MA.5 | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 3.2 | | | | | | |
| C.3 | MA.5 | 1.5 | | | | | | |
| | | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 3.6 | | | | | | |
| C.4 | MA.2 | 1.4 | | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1996

## Industrial Maintenance

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | MA.3 | 3.6 |  |  |  |  |  |  |
| D.1 | CA.3<br>CA.5 | 2.2<br>2.4<br>2.6 |  |  |  |  |  |  |
| D.2 | MA.2 | 1.5<br>2.6 |  |  |  |  |  |  |
| D.3 | MA.2<br>MA.3<br>MA.4<br>MA.5 | 3.6<br>3.8 |  |  |  |  |  |  |
| E.1 * | CA.1 | 2.2 |  |  |  |  |  |  |
| E.2 | CA.4 | 2.5 |  |  |  |  |  |  |
| E.3 | CA.7 | 1.4 |  |  |  |  |  |  |
| E.4 | CA.4 | 1.4 |  |  |  |  |  |  |
| E.5 | CA.4 | 1.4 |  |  |  |  |  |  |
| E.6 | CA.4 | 1.4 |  |  |  |  |  |  |
| F.1 | HP.2<br>HP.6 | 4.7 |  |  |  |  |  |  |
| F.2 | SC.2 | 1.10 |  |  | SC / IV.B / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 3 / a |  |  |  |
| F.3 | CA.3 | 1.5<br>1.10 |  |  |  |  |  |  |
| F.4 | CA.3<br>CA.5<br>MA.2 | 1.5<br>2.2<br>2.4 |  |  |  |  |  |  |
| F.5 | MA.2<br>SC.2 | 2.6 |  |  | SC / IV.B / 9-12 / 2 / a |  |  |  |
| F.6 | SC.1 | 3.6 |  |  | SC / IV.A / 9-12 / 1 / a |  |  |  |

| | |
|---|---|
| **KEY:** ' = may use all 'to do' statements | # = same Frameworks as previous competency |
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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | | | | SC / IV.B / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 3 / a | | | |
| F.7 | MA.4 | 3.2 | | | | | | |
| F.8 | MA.2<br>MA.4<br>SC.2 | 3.2 | | | SC / IV.C / 9-12 / 1 / a | | | |
| F.9 | SC.7 | 1.2 | | | SC / I.A / 9-12 / 1 / a | | | |
| F.10 | SC.1<br>SC.2 | 3.1<br>3.2<br>3.3<br>3.4<br>3.5<br>3.6<br>3.7<br>3.8 | | | SC / I.A / 9-12 / 1 / a<br>SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 3 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 3 / a | | | |
| F.11 | CA.3<br>CA.4<br>SC.1<br>SC.2 | 1.2<br>1.4 | | | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a | | | |
| F.12 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a | | | |
| F.13 | CA.4 | 1.4<br>2.6 | | | | | | |
| G.1 | HP.2<br>HP.6 | 4.7 | | | | | | |
| G.2 | MA.1<br>MA.3 | 1.6<br>1.10 | | | SC / III.B / 9-12 / 4 / a<br>SC / IV.B / 9-12 / 3 / a | | | |

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98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.4 | 3.2 | | | | | | |
| | MA.5 | 3.4 | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| G.3 | CA.3 | 1.6 | | | | | | |
| | CA.6 | 1.8 | | | | | | |
| G.4 | CA.3 | 1.5 | | | | | | |
| | CA.5 | 2.6 | | | | | | |
| G.5 | CA.3 | 1.6 | | | | | | |
| | CA.4 | 1.7 | | | | | | |
| | CA.5 | 1.8 | | | | | | |
| | FA.1 | 1.9 | | | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| G.6 | CA.4 | 2.6 | | | | | | |
| | MA.2 | | | | | | | |
| G.7 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | SC.2 | 3.2 | | | SC / III.C / 9-12 / 2 / a | | | |
| G.8 | MA.2 | 2.6 | | | | | | |
| G.9 | MA.2 | 2.6 | | | | | | |
| G.10 | CA.1 | 1.10 | | | | | | |
| | CA.4 | 2.1 | | | | | | |
| | CA.6 | | | | | | | |
| G.11 | CA.1 | 1.6 | | | | | | |
| | CA.4 | 2.6 | | | | | | |
| | CA.6 | | | | | | | |
| G.12 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | | | | |

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Competency Profile Date: 1996

# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| G.13 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| G.14 | CA.1 | 1.10 | | | | | | |
| | CA.4 | 2.1 | | | | | | |
| | CA.6 | | | | | | | |
| G.15 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| G.16 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / IV.B / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| G.17 | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.4 | | | | | | |
| G.18 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | 3.2 | | | SC / IV.B / 9-12 / 1 / a | | | |
| | SC.1 | | | | SC / IV.B / 9-12 / 3 / a | | | |
| | SC.2 | | | | SC / IV.C / 9-12 / 1 / a | | | |
| | | | | | SC / IV.C / 9-12 / 2 / a | | | |
| G.19 | CA.4 | 1.4 | | | | | | |
| | | 2.6 | | | | | | |
| H.1 | HP.2 | 4.7 | | | | | | |
| | HP.6 | | | | | | | |
| H.2 | MA.1 | 1.6 | | | SC / III.B / 9-12 / 4 / a | | | |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | MA.3 | 1.10 |  |  | SC / IV.B / 9-12 / 3 / a |  |  |  |
|  | MA.4 | 3.2 |  |  |  |  |  |  |
|  | MA.5 | 3.4 |  |  |  |  |  |  |
|  | SC.1 |  |  |  |  |  |  |  |
|  | SC.2 |  |  |  |  |  |  |  |
| H.3 | MA.5 | 1.4 |  |  |  |  |  |  |
|  |  | 2.2 |  |  |  |  |  |  |
| H.4 | CA.3 | 1.5 |  |  |  |  |  |  |
|  | CA.5 | 2.6 |  |  |  |  |  |  |
| H.5 | CA.3 | 1.6 |  |  |  |  |  |  |
|  | CA.4 | 1.7 |  |  |  |  |  |  |
|  | CA.5 | 1.8 |  |  |  |  |  |  |
|  | FA.1 | 1.9 |  |  |  |  |  |  |
|  | MA.2 | 1.10 |  |  |  |  |  |  |
|  | MA.3 | 2.7 |  |  |  |  |  |  |
|  |  | 3.1 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 3.4 |  |  |  |  |  |  |
| H.6 | CA.4 | 2.6 |  |  |  |  |  |  |
|  | MA.2 |  |  |  |  |  |  |  |
| H.7 | CA.4 | 2.6 |  |  |  |  |  |  |
|  | MA.2 |  |  |  |  |  |  |  |
| H.8 | CA.3 | 1.10 |  |  | SC / III.B / 9-12 / 4 / a |  |  |  |
|  | SC.2 | 3.2 |  |  | SC / III.C / 9-12 / 2 / a |  |  |  |
| H.9 | CA.4 | 1.8 |  |  |  |  |  |  |
|  | MA.2 | 2.1 |  |  |  |  |  |  |
|  | MA.6 |  |  |  |  |  |  |  |
| H.10 | MA.5 | 1.10 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
| H.11 | CA.4 | 1.6 |  |  |  |  |  |  |
|  | CA.6 | 1.8 |  |  |  |  |  |  |
| H.12 | CA.4 | 1.6 |  |  |  |  |  |  |

KEY: * = may use all "to do" statements
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# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.6 | 1.8 | | | | | | |
| H.13 | CA.4<br>MA.2 | 2.6 | | | | | | |
| H.14 | CA.4<br>MA.2 | 2.6 | | | | | | |
| H.15 | CA.4<br>MA.2 | 2.6 | | | | | | |
| H.16 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.B / 9-12 / 4 / a<br>SC / III.C / 9-12 / 2 / a | | | |
| H.17 | CA.3<br>MA.1<br>MA.4<br>SC.1<br>SC.2 | 1.10<br>3.1<br>3.2<br>3.3<br>3.5<br>3.6<br>3.7 | | | SC / III.B / 9-12 / 4 / a<br>SC / IV.B / 9-12 / 3 / a | | | |
| H.18 | CA.3<br>CA.4<br>SC.1<br>SC.2 | 1.2<br>1.4 | | | SC / III.B / 9-12 / 4 / a<br>SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 3 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a | | | |
| H.19 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.B / 9-12 / 4 / a<br>SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 3 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a | | | |
| H.20 | CA.4 | 1.4<br>2.6 | | | | | | |

**KEY:** * = may use all "to do" statements
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# = same Frameworks as previous competency
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Competency Profile Date: 1996

# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 1.1 | HP.2<br>HP.6 | 4.7 | | | | | | |
| 1.2 | CA.3<br>CA.4<br>SC.1 | 1.10<br>2.6<br>3.2 | | | SC / I.A / 9-12 / 1 / a | | | |
| 1.3 | CA.3<br>SC.1<br>SC.2 | 1.6<br>2.6 | | | SC / III.C / 9-12 / 4 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 3 / a | | | |
| 1.4 | CA.4<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.6<br>2.1<br>3.2 | | | SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 3 / a | | | |
| 1.5 | MA.2<br>SC.2 | 2.6 | | | SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a | | | |
| 1.6 | MA.2<br>SC.2 | 2.6 | | | SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a | | | |
| 1.7 | CA.3<br>CA.4<br>CA.5<br>FA.1<br>MA.2<br>MA.3 | 1.6<br>1.7<br>1.8<br>1.9<br>1.10<br>2.7<br>3.1<br>3.2<br>3.3<br>3.4 | | | | | | |
| 1.8 | CA.3<br>SC.2 | 1.5<br>1.10 | | | SC / IV.B / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a | | | |

| KEY: | | |
|---|---|---|
| | ' = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1996

# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| I.9 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| I.10 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| I.11 | CA.2<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 2.1<br>3.2 | | | SC / IV.A / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| I.12 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>3.1<br>3.2<br>3.3<br>3.5<br>3.6<br>3.7 | | | SC / I.A / 9-12 / 1 / a<br>SC / II.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 3 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 3 / a | | | |
| I.13 | CA.3<br>CA.4<br>SC.1<br>SC.2 | 1.2<br>1.4 | | | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a | | | |
| I.14 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a | | | |
| I.15 | CA.4 | 1.4<br>2.6 | | | | | | |

| | | |
|---|---|---|
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| J.1 | HP.2 | 4.7 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | HP.6 | | | | | | | |
| | SC.2 | | | | | | | |
| J.2 | CA.1 | 1.8 | | | | | | |
| | CA.4 | 1.10 | | | | | | |
| | CA.6 | 2.1 | | | | | | |
| J.3 | CA.1 | 1.8 | | | SC / III.C / 9-12 / 2 / a | | | |
| | CA.4 | 1.10 | | | | | | |
| | CA.6 | 2.1 | | | | | | |
| | SC.1 | | | | | | | |
| J.4 | SC.1 | 1.6 | | | SC / III.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | SC / IV.B / 9-12 / 2 / a | | | |
| J.5 | CA.4 | 2.6 | | | | | | |
| | MA.2 | | | | | | | |
| J.6 | CA.3 | 1.10 | | | SC / II.C / 9-12 / 2 / a | | | |
| | SC.1 | 3.2 | | | | | | |
| J.7 | CA.3 | 2.2 | | | | | | |
| | CA.5 | 2.4 | | | | | | |
| | | 2.6 | | | | | | |
| J.8 | | | | | | | | |
| J.9 | | | | | | | | |
| J.10 | CA.3 | 1.10 | | | SC / I.A / 9-12 / 1 / a | | | |
| | SC.1 | 3.2 | | | SC / VI.A / 9-12 / 2 / a | | | |
| | SC.2 | | | | SC / VI.A / 9-12 / 3 / a | | | |
| | | | | | SC / VI.B / 9-12 / 1 / a | | | |
| J.11 | CA.3 | 1.5 | | | SC / III.C / 9-12 / 2 / a | | | |
| | CA.4 | 1.10 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | MA.2 | 2.6 | | | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| J.12 | CA.3 | 1.10 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / IV.C / 9-12 / 1 / a | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2<br>SC.1<br>SC.2 | 3.2 | | | | | | |
| J.13 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.B / 9-12 / 4 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| J.14 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| J.15 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| J.16 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.B / 9-12 / 4 / a<br>SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| J.17 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>3.1<br>3.2<br>3.3<br>3.5<br>3.6 | | | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| J.18 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>3.1<br>3.2<br>3.3<br>3.5 | | | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.6<br>3.7 | | | | | | |
| K.1 | CA.3<br>CA.4<br>MA.1<br>MA.2<br>SC.8<br>SS.5 | 1.10<br>4.3<br>4.4<br>4.7 | | | SC / VI.A / 9-12 / 2 / a<br>SC / VI.B / 9-12 / 4 / a<br>SC / VIII.A / 9-12 / 2 / a<br>SC / VIII.A / 9-12 / 3 / a | | | |
| K.2 | CA.4<br>MA.2 | 2.6 | | | | | | |
| K.3 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / I.A / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / VI.A / 9-12 / 2 / a<br>SC / VI.B / 9-12 / 1 / a<br>SC / VI.B / 9-12 / 4 / a | | | |
| K.4 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>3.1<br>3.2<br>3.3<br>3.5<br>3.6<br>3.7 | | | SC / I.A / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / VI.A / 9-12 / 2 / a<br>SC / VI.B / 9-12 / 1 / a<br>SC / VI.B / 9-12 / 4 / a | | | |
| K.5 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.C / 9-12 / 3 / a<br>SC / IV.B / 9-12 / 2 / a | | | |
| K.6 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| K.7 | CA.3<br>MA.1 | 1.10<br>2.5 | | | SC / III.C / 9-12 / 2 / a<br>SC / III.C / 9-12 / 3 / a | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | MA.2 | 3.1 |  |  | SC / IV.B / 9-12 / 2 / a |  |  |  |
|  | SC.1 | 3.2 |  |  |  |  |  |  |
|  | SC.2 | 3.3 |  |  |  |  |  |  |
|  |  | 3.5 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 3.7 |  |  |  |  |  |  |
| K.8 | CA.3 | 1.10 |  |  | SC / III.C / 9-12 / 2 / a |  |  |  |
|  | MA.1 | 2.5 |  |  | SC / III.C / 9-12 / 3 / a |  |  |  |
|  | MA.2 | 3.2 |  |  | SC / IV.B / 9-12 / 2 / a |  |  |  |
|  | SC.1 |  |  |  |  |  |  |  |
|  | SC.2 |  |  |  |  |  |  |  |
| K.9 | CA.3 | 1.10 |  |  | SC / III.C / 9-12 / 2 / a |  |  |  |
|  | MA.1 | 2.5 |  |  | SC / III.C / 9-12 / 3 / a |  |  |  |
|  | MA.2 | 3.1 |  |  | SC / IV.B / 9-12 / 2 / a |  |  |  |
|  | SC.1 | 3.2 |  |  |  |  |  |  |
|  | SC.2 | 3.3 |  |  |  |  |  |  |
|  |  | 3.5 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 3.7 |  |  |  |  |  |  |
| K.10 | CA.3 | 1.10 |  |  | SC / III.C / 9-12 / 2 / a |  |  |  |
|  | MA.1 | 2.5 |  |  | SC / III.C / 9-12 / 3 / a |  |  |  |
|  | MA.2 | 3.2 |  |  | SC / IV.B / 9-12 / 2 / a |  |  |  |
|  | SC.1 |  |  |  |  |  |  |  |
|  | SC.2 |  |  |  |  |  |  |  |
| K.11 | CA.3 | 1.10 |  |  | SC / III.C / 9-12 / 2 / a |  |  |  |
|  | MA.1 | 3.1 |  |  | SC / III.C / 9-12 / 3 / a |  |  |  |
|  | MA.2 | 3.2 |  |  | SC / IV.B / 9-12 / 2 / a |  |  |  |
|  | SC.1 | 3.3 |  |  |  |  |  |  |
|  | SC.2 | 3.5 |  |  |  |  |  |  |
|  |  | 3.6 |  |  |  |  |  |  |
|  |  | 3.7 |  |  |  |  |  |  |
| K.12 | CA.3 | 1.10 |  |  | SC / III.C / 9-12 / 2 / a |  |  |  |
|  | MA.1 | 3.1 |  |  | SC / III.C / 9-12 / 3 / a |  |  |  |
|  | MA.2 | 3.2 |  |  | SC / IV.B / 9-12 / 2 / a |  |  |  |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | 3.3 | | | | | | |
| | SC.2 | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| K.13 | CA.3 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| K.14 | CA.3 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 3.1 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.1 | 3.3 | | | | | | |
| | SC.2 | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| K.15 | CA.3 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| K.16 | CA.3 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| K.17 | CA.3 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| K.18 | CA.3 | 1.10 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.1 | 2.5 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | MA.2 | 3.2 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
|  | SC.1<br>SC.2 | 4.3<br>4.4<br>4.5 |  |  |  |  |  |  |
| K.19 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2<br>4.3<br>4.4<br>4.5 |  |  | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / VI.A / 9-12 / 2 / a<br>SC / VI.B / 9-12 / 4 / a |  |  |  |
| K.20 | CA.3<br>MA.1<br>MA.4<br>SC.1<br>SC.2 | 1.10<br>3.1<br>3.2<br>3.3<br>3.5<br>3.6<br>3.7 |  |  | SC / III.B / 9-12 / 4 / a<br>SC / III.C / 9-12 / 2 / a |  |  |  |
| K.21 | CA.3<br>MA.1<br>MA.4<br>SC.1<br>SC.2 | 1.10<br>3.1<br>3.2<br>3.3<br>3.5<br>3.6<br>3.7 |  |  | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a |  |  |  |
| L.1 | HP.2<br>HP.6 | 4.7 |  |  |  |  |  |  |
| L.2 | CA.3<br>CA.4<br>MA.2<br>SC.2 | 1.5<br>1.10<br>2.6 |  |  | SC / IV.B / 9-12 / 1 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a<br>SC / IV.C / 9-12 / 2 / a |  |  |  |
| L.3 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.1<br>3.2 |  |  | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a |  |  |  |

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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| L.4 | CA.3<br>MA.1<br>MA.2<br>SC.2 | 1.10<br>2.1<br>3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| L.5 | CA.3<br>MA.1<br>MA.2<br>SC.2 | 1.10<br>3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| L.6 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.1<br>3.2 | | | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a | | | |
| L.7 | CA.3<br>CA.4<br>MA.1<br>MA.2<br>SC.2 | 1.8<br>1.10<br>3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| L.8 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a | | | |
| L.9 | MA.1<br>MA.4 | 1.10<br>3.2 | | | | | | |
| L.10 | CA.3<br>CA.4<br>MA.1<br>MA.2<br>SC.2 | 1.8<br>1.10<br>3.2 | | | SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| L.11 | CA.3<br>MA.1<br>MA.2<br>SC.1 | 1.10<br>2.5<br>3.2 | | | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |

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Competency Profile Date: 1996

# Industrial Maintenance

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | | | | | | | |
| L.12 | CA.3<br>CA.4<br>MA.1<br>MA.2<br>SC.2 | 1.8<br>1.10<br>3.2 | | | SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| L.13 | CA.3<br>CA.4<br>MA.1<br>MA.2<br>SC.2 | 1.8<br>1.10<br>3.2 | | | SC / III.C / 9-12 / 2 / a<br>SC / IV.B / 9-12 / 2 / a<br>SC / IV.C / 9-12 / 1 / a | | | |
| L.14 | CA.3<br>CA.4<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.8<br>1.10<br>3.2 | | | SC / III.C / 9-12 / 2 / a<br>SC / III.C / 9-12 / 3 / a<br>SC / IV.C / 9-12 / 2 / a | | | |
| L.15 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.C / 9-12 / 2 / a<br>SC / III.C / 9-12 / 3 / a<br>SC / IV.C / 9-12 / 2 / a | | | |
| L.16 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.C / 9-12 / 2 / a<br>SC / III.C / 9-12 / 3 / a<br>SC / IV.C / 9-12 / 2 / a | | | |
| L.17 | CA.3<br>MA.1<br>MA.2<br>SC.1<br>SC.2 | 1.10<br>2.5<br>3.2 | | | SC / III.C / 9-12 / 2 / a<br>SC / III.C / 9-12 / 3 / a<br>SC / IV.C / 9-12 / 2 / a | | | |
| L.18 | CA.3<br>MA.1 | 1.10<br>2.5 | | | SC / III.C / 9-12 / 2 / a<br>SC / III.C / 9-12 / 3 / a | | | |

KEY: ' = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

# *Industrial Maintenance*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| L.19 | CA.3 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| L.20 | CA.3 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| L.21 | CA.3 | 1.8 | | | SC / III.B / 9-12 / 4 / a | | | |
| | CA.4 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 3.2 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| L.22 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | 3.2 | | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.1 | | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | | | | |
| L.23 | CA.3 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| L.24 | CA.3 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |

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98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| L.25 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | 3.2 | | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.1 | | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | | | | |
| L.26 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | 3.2 | | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.1 | | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | | | | |
| L.27 | CA.3 | 1.8 | | | SC / III.B / 9-12 / 4 / a | | | |
| | CA.4 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 3.2 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| L.28 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | 3.2 | | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.1 | | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | | | | |
| L.29 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | 3.2 | | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.1 | | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | | | | |
| L.30 | CA.3 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| L.31 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | 3.2 | | | SC / III.C / 9-12 / 3 / a | | | |

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98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.1 | | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | | | | |
| L.32 | CA.3 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 2.5 | | | SC / III.C / 9-12 / 2 / a | | | |
| | MA.2 | 3.2 | | | SC / III.C / 9-12 / 3 / a | | | |
| | SC.1 | | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.2 | | | | | | | |
| L.33 | MA.3 | 3.6 | | | SC / I.A / 9-12 / 1 / a | | | |
| | SC.2 | | | | SC / IV.C / 9-12 / 1 / a | | | |
| | SC.7 | | | | | | | |
| L.34 | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.4 | | | | | | |
| L.35 | CA.3 | 1.10 | | | | SS / III.B / 9-12 / 4 / * | | |
| | MA.1 | 2.5 | | | | SS / III.C / 9-12 / 2 / * | | |
| | MA.2 | 3.2 | | | | SS / IV.B / 9-12 / 2 / * | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| L.36 | CA.4 | 1.4 | | | | | | |
| | | 2.6 | | | | | | |
| M.1 | CA.1 | 4.2 | | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 4.3 | | | | | | |
| M.2 | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.6 | | | | | | |
| M.3 | CA.5 | 4.3 | | CA / I.. / 9-12 / 3 / b | | | | |
| | | 4.4 | | | | | | |
| M.4 | CA.1 | 2.1 | | CA / I.. / 9-12 / 3 / b | | | | |
| | | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.7 | | | | | | |
| M.5 | | 2.3 | | | | | | |
| | | 4.4 | | | | | | |
| M.6 | CA.1 | 2.1 | | CA / I.. / 9-12 / 1 / b | | | | |

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# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| M.7 | | 4.4 | | | | | | |
| M.8 | | 4.3 | | | | | | |
| M.9 | | 2.6<br>4.8 | | | | | | |
| M.10 | CA.6 | 4.6 | | | | | | |

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KEY:
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Competency Profile Date: 1996

NOTES: * = Core competencies (essential for the first day on the job). The numbers in brackets [e.g., A01] reflect the IDs used in computerized tracking software. Numbers in parentheses at the end of each competency apply to national skill standards by NTMA. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Machine Tool Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 01.1 | HP.6<br>HP.7 | 4.7 | | | | | | |
| 01.2 | HP.6<br>HP.7 | 4.7 | | | | | | |
| 02.1 | MA.1<br>MA.5 | 3.4 | MA / V.. / 9-12 / 1 / *<br>MA / V.. / 9-12 / 2 / * | | | | | |
| 02.2 | MA.1 | 3.4 | MA / V.. / 9-12 / 1 / a | | | | | |
| 02.3 | MA.6 | 3.2 | | | | | | |
| 02.4 | MA.1 | 3.4 | MA / IX.. / 9-12 / 2 / a | | | | | |
| 02.5 | MA.3 | 3.5 | MA / X.. / 9-12 / 1 / a | | | | | |
| 02.6 | MA.2 | 3.4 | MA / VI.. / 9-12 / 3 / d | | | | | |
| 02.7 | MA.2 | 3.6 | MA / VI.. / 9-12 / 2 / d | | | | | |
| 02.8 | MA.1 | 3.4 | MA / V.. / 9-12 / 1 / a | | | | | |
| 02.9 | MA.2 | 3.5 | MA / VI.. / 9-12 / 2 / d | | | | | |
| 02.10 | MA.1<br>MA.2 | 3.4 | MA / V.. / 9-12 / 1 / a | | | | | |
| 02.11 | MA.2 | 3.6 | MA / VI.. / 9-12 / 1 / d | | | | | |
| 02.12 | MA.4 | 3.6 | MA / VIII.. / 9-12 / 4 / h | | | | | |
| 02.13 | MA.4 | 3.1 | MA / VIII.. / 9-12 / 4 / h | | | | | |
| 03.1 | MA.1 | 3.6 | MA / V.. / 9-12 / 2 / a | | | | | |
| 03.2 | MA.3 | 1.4 | MA / VII.. / 9-12 / 1 / k | | | | | |
| 03.3 | MA.2 | 1.4 | MA / VI.. / 9-12 / 1 / i | | | | | |
| 03.4 | MA.1 | 1.4 | MA / V.. / 9-12 / 3 / a | | | | | |
| 03.5 | MA.2 | 1.4 | MA / VI.. / 9-12 / 1 / b | | | | | |
| 03.6 | MA.2 | 1.4 | MA / VI.. / 9-12 / 1 / f | | | | | |

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Competency Profile Date: 1996

# *Machine Tool Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 03.7 | MA.2 | 1.4 | MA / VI.. / 9-12 / 1 / k | | | | | |
| 04.1 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / b | | | | |
| 04.2 | CA.5 | 1.6 | | | | | | |
| 04.3 | MA.1 | 3.5 | MA / V.. / 9-12 / 1 / b | | | | | |
| 04.4 | MA.1 | 3.4 | MA / V.. / 9-12 / 1 / * | | | | | |
| 04.5 | MA.2 | 3.4 | MA / VI.. / 9-12 / 1 / b | | | | | |
| 05.1 | CA.3 | 1.2 | | CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / c<br>CA / I.. / 9-12 / 6 / d | | | | |
| 05.2 | CA.3 | 1.1<br>1.5 | | CA / I.. / 9-12 / 98 / # | | | | |
| 05.3 | MA.1 | 3.3<br>3.4<br>3.5<br>3.6<br>3.7<br>3.8 | MA / V.. / 9-12 / 1 / a | | | | | |
| 06.1 | MA.3 | 1.7 | MA / VII.. / 9-12 / 5 / i | | | | | |
| 06.2 | MA.1<br>MA.2 | 1.4 | MA / V.. / 9-12 / 1 / *<br>MA / VI.. / 9-12 / 1 / f | | | | | |
| 06.3 | MA.2 | 1.4 | MA / VI.. / 9-12 / 2 / f | | | | | |
| 06.4 | MA.2 | 1.4 | MA / VI.. / 9-12 / 1 / k | | | | | |
| 07.1 | CA.5 | 1.8 | | | | | | |
| 07.2 | CA.3 | 1.1 | | CA / I.. / 9-12 / 3 / f | | | | |
| 07.3 | SS.7 | 1.1 | | | | SS / I.A / 9-12 / 99 / * | | |
| 07.4 | SS.7 | 1.1 | | | | SS / I.A / 9-12 / 99 / * | | |
| 08.1 | SC.2 | 4.3<br>4.4 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.2 | SC.1 | 3.3 | | | SC / I.A / 9-12 / 4 / a | | | |

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Competency Profile Date: 1996

# *Machine Tool Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | | | | | | | |
| 08.3 | SC.2 | 1.5 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.4 | SC.1<br>SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.5 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.6 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.7 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.8 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.9 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.10 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.11 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.12 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.13 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |

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Competency Profile Date: 1996

# *Machine Tool Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 08.14 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.15 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.16 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.17 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.18 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.19 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 08.20 | SC.2 | 1.4<br>1.6<br>1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 09.1 | SC.1 | 1.4<br>3.4 | | | | | | |
| 09.2 | SC.1<br>SC.2 | 1.4<br>1.6<br>2.5<br>2.7<br>3.2<br>3.4<br>4.5<br>4.7 | | | | | | |
| 09.3 | SC.1<br>SC.2 | 1.4<br>1.6 | | | | | | |

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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.5 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 09.4 | SC.1 | 1.4 | | | | | | |
| | SC.2 | 1.6 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 09.5 | SC.1 | 1.4 | | | | | | |
| | SC.2 | 1.6 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 09.6 | SC.1 | 1.4 | | | | | | |
| | SC.2 | 1.6 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 09.7 | SC.1 | 1.4 | | | | | | |
| | SC.2 | 1.6 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.7 | | | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 09.8 | SC.1 | 1.4 | | | | | | |
| | SC.2 | 1.6 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 10.1 | HP.5 | 1.6 | | | | | HP / V.C / 9-12 / 1 / a | |
| | | 1.10 | | | | | | |
| 10.2 | SC.1 | 3.2 | | | SC / II.B / 9-12 / 1 / a | | | |
| | SC.2 | 3.4 | | | | | | |
| 10.3 | SC.1 | 2.5 | | | SC / II.B / 9-12 / 1 / a | | | |
| | SC.2 | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 10.4 | SC.1 | 2.5 | | | SC / II.B / 9-12 / 1 / a | | | |
| | SC.2 | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 10.5 | SC.1 | 2.5 | | | SC / II.B / 9-12 / 1 / a | | | |
| | SC.2 | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |

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**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
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## *Machine Tool Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 10.6 | SC.1 | 2.5 | | | SC / II.B / 9-12 / 1 / a | | | |
| | SC.2 | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 10.7 | SC.1 | 2.5 | | | SC./ II.B / 9-12 / 1 / a | | | |
| | SC.2 | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 10.8 | SC.1 | 2.5 | | | SC / II.B / 9-12 / 1 / a | | | |
| | SC.2 | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 10.9 | SC.1 | 2.5 | | | SC / II.B / 9-12 / 1 / a | | | |
| | SC.2 | 3.2 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| 11.1 | HP.5 | 2.5 | | | | | HP / III.B / 9-12 / 2 / b | |
| | | 4.7 | | | | | | |
| 11.2 | HP.5 | 2.5 | | | | | HP / III.B / 9-12 / 2 / b | |
| | | 4.7 | | | | | | |
| 11.3 | SC.2 | 2.5 | | | SC / I.B / 9-12 / 1 / a | | | |
| | | 3.2 | | | | | | |
| | | 4.7 | | | | | | |
| -11.4 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 3 / a | | | |
| | | 3.4 | | | | | | |
| | | 4.7 | | | | | | |

**KEY:** ' = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

# *Machine Tool Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 11.5 | SC.2 | 3.2<br>3.4<br>4.7 | | | SC / I.A / 9-12 / 3 / a | | | |
| 11.6 | SC.2 | 3.2<br>3.4<br>4.7 | | | SC / I.A / 9-12 / 3 / a | | | |
| 11.7 | SC.2 | 3.2<br>3.4<br>4.7 | | | SC / I.A / 9-12 / 3 / a | | | |
| 11.8 | SC.1<br>SC.2 | 1.10<br>3.2<br>3.4<br>4.7 | | | SC / IV.B / 9-12 / 2 / a | | | |
| 11.9 | SC.1<br>SC.2 | 1.10<br>3.2<br>3.4<br>4.7 | | | SC / IV.B / 9-12 / 2 / a | | | |
| 11.10 | SC.1<br>SC.2 | 1.10<br>3.2<br>3.4<br>4.7 | | | SC / IV.B / 9-12 / 2 / a | | | |
| 11.11 | SC.1<br>SC.2 | 1.10<br>3.2<br>3.4<br>4.7 | | | SC / IV.B / 9-12 / 2 / a | | | |
| 11.12 | SC.1<br>SC.2 | 1.10<br>3.2<br>3.4<br>4.7 | | | SC / IV.B / 9-12 / 2 / a | | | |
| 11.13 | SC.2 | 3.2<br>4.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| 11.14 | SC.1<br>SC.2 | 3.2<br>3.4 | | | SC / IV.B / 9-12 / 2 / a | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| 11.15 | SC.1 | 3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.2 | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| 11.16 | SC.1 | 3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.2 | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| 11.17 | SC.1 | 3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.2 | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| 11.18 | SC.1 | 3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.2 | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| 11.19 | SC.1 | 3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.2 | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| 11.20 | SC.1 | 3.2 | | | SC / IV.B / 9-12 / 2 / a | | | |
| | SC.2 | 3.4 | | | | | | |
| | | 4.4 | | | | | | |
| | | 4.7 | | | | | | |
| 12.1 | HP.5 | | | | | | HP / III.B / 9-12 / 2 / b | |
| 12.2 | HP.5 | | | | | | HP / III.B / 9-12 / 2 / b | |
| 12.3 | SC.2 | 3.2 | | | SC / II.B / 9-12 / 1 / a | | | |
| 12.4 | SC.1 | 3.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| 12.5 | MA.1 | 3.4 | MA / I.. / 9-12 / 1 / d | | | | | |
| 12.6 | SC.1 | 3.2 | | | SC / I.A / 9-12 / 4 / a | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | | | | | | | |
| 12.7 | SC.2 | 3.2 | | | SC / I.A / 9-12 / 3 / a | | | |
| | | 3.4 | | | | | | |
| | | 4.7 | | | | | | |
| 12.8 | CA.3 | 3.2 | | CA / I.. / 9-12 / 6 / a | | | | |
| | SC.1 | 3.4 | | CA / I.. / 9-12 / 6 / c | | | | |
| | SC.2 | | | CA / I.. / 9-12 / 6 / d | | | | |
| 12.9 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.10 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.11 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.12 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.13 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.14 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.15 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.16 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.17 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |

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# *Machine Tool Technology*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | | | | | | | |
| 12.18 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.19 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.20 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.21 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.22 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.23 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.24 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.25 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.26 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.27 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |
| | SC.2 | | | | | | | |
| 12.28 | CA.3 | 3.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | SC.1 | 3.4 | | | | | | |

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## Machine Tool Technology

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | | | | | | | |
| 12.29 | CA.3<br>SC.1<br>SC.2 | 3.2<br>3.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| 12.30 | CA.3<br>SC.1<br>SC.2 | 3.2<br>3.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| 12.31 | CA.3<br>SC.1<br>SC.2 | 3.2<br>3.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| 12.32 | CA.3<br>SC.1<br>SC.2 | 3.2<br>3.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| 12.33 | CA.3<br>SC.1<br>SC.2 | 3.2<br>3.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| 13.1 | HP.5 | 2.5<br>4.7 | | | | | HP / III.C / 9-12 / 1 / a | |
| 13.2 | HP.5 | 2.5<br>4.7 | | | | | | |
| 13.3 | SC.2 | 3.2 | | | SC / II.B / 9-12 / 1 / a | | | |
| 13.4 | SC.2 | 3.2 | | | SC / II.B / 9-12 / 1 / a | | | |
| 13.5 | SC.2 | 3.2 | | | SC / II.B / 9-12 / 1 / a | | | |
| 13.6 | MA.1 | 3.4 | MA / I.. / 9-12 / 1 / d | | | | | |
| 13.7 | SC.1<br>SC.2 | 3.2<br>3.4<br>4.7 | | | SC / I.A / 9-12 / 3 / a | | | |
| 13.8 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.9 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.10 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |

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Competency Profile Date: 1996

# *Machine Tool Technology*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 13.11 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.12 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.13 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.14 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.15 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.16 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.17 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.18 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.19 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.20 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.21 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.22 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.23 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.24 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 13.25 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 14.1 | HP.5 | 2.5<br>4.7 | | | | | | |
| 14.2 | HP.5 | 2.5<br>4.7 | | | | | | |
| 14.3 | SC.2 | 3.2<br>3.4<br>4.7 | | | SC / I.A / 9-12 / 3 / a | | | |
| 14.4 | HP.5<br>SC.1 | 1.4<br>4.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| 14.5 | HP.5<br>SC.1 | 1.4<br>4.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| 14.6 | HP.5<br>SC.1 | 1.4<br>4.7 | | | SC / I.A / 9-12 / 4 / a | | | |

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1071

1072

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 14.7 | HP.5<br>SC.1 | 1.4<br>4.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| 14.8 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 14.9 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 14.10 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 14.11 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 14.12 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 14.13 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 14.14 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 15.1 | HP.5 | 2.5<br>4.7 | | | | | | |
| 15.2 | HP.5 | 2.5<br>4.7 | | | | | | |
| 15.3 | HP.5<br>SC.1 | 1.4<br>4.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| 15.4 | HP.5<br>SC.1 | 1.4<br>4.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| 15.5 | HP.5<br>SC.1 | 1.4<br>4.7 | | | SC / I.A / 9-12 / 4 / a | | | |
| 15.6 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 15.7 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 16.1 | HP.5 | 2.5<br>4.7 | | | | | | |
| 16.2 | HP.5 | 2.5<br>4.7 | | | | | | |
| 16.3 | MA.2 | 3.4 | MA / III.. / 9-12 / 1 / b | | | | | |
| 16.4 | MA.6 | 1.4 | MA / I.. / 9-12 / 1 / c | | | | | |
| 16.5 | MA.6 | 1.4 | MA / I.. / 9-12 / 1 / c | | | | | |

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Competency Profile Date: 1996

# *Machine Tool Technology*

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 16.6 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 16.7 | CA.3 | 1.4 | | CA / I.. / 9-12 / 3 / * | | | | |
| 17.1 | CA.3 | 1.4 | | CA / I.. / 9-12 / 6 / a<br>CA / I.. / 9-12 / 6 / c<br>CA / I.. / 9-12 / 6 / d | | | | |
| 17.2 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| 18.1 | CA.1<br>CA.3 | 4.2<br>4.3 | | CA / I.. / 9-12 / 1 / b | | | | |
| 18.2 | | 4.4<br>4.5<br>4.6 | | | | | | |
| 18.3 | CA.5 | 4.3<br>4.4 | | CA / I.. / 9-12 / 3 / b | | | | |
| 18.4 | CA.1 | 2.1<br>2.2<br>2.3<br>2.7 | | | | | | |
| 18.5 | | 2.3<br>4.4 | | | | | | |
| 18.6 | CA.1 | 2.1 | | CA / I.. / 9-12 / 1 / b | | | | |
| 18.7 | | 4.4 | | | | | | |
| 18.8 | | 4.3 | | | | | | |
| 18.9 | | 2.6<br>4.8 | | | | | | |
| 18.10 | CA.6 | 4.6 | | | | | | |

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NOTE: * Recommended supplemental competencies for Building Trades programs. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# Plumbing

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A*.1 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / * | | | HP / V.C / 9-12 / 2 / b | |
| | CA.5 | 2.2 | | CA / I.. / 9-12 / 6 / * | | | | |
| | HP.7 | 3.1 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| A*.2 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | CA.5 | 3.1 | | CA / I.. / 9-12 / 6 / * | | | HP / V.C / 9-12 / 2 / b | |
| | HP.4 | 3.2 | | | | | | |
| | HP.7 | 4.6 | | | | | | |
| | SC.2 | 4.7 | | | | | | |
| A*.3 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / * | SC / III.B / 9-12 / 2 / a | | HP / V.C / 9-12 / 2 / b | |
| | CA.5 | 3.1 | | CA / I.. / 9-12 / 6 / * | | | | |
| | HP.7 | 4.7 | | | | | | |
| | SC.1 | | | | | | | |
| A*.4 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.7 | | | | | | |
| A*.5 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | | | | |
| | | 1.6 | | | | | | |
| | | 3.1 | | | | | | |
| | | 4.7 | | | | | | |
| A*.6 | CA.1 | 1.1 | | CA / I.. / 9-12 / 6 / * | | | | |
| | CA.3 | 1.4 | | CA / II.. / 9-12 / 5 / * | | | | |
| | CA.4 | 1.5 | | CA / II.. / 9-12 / 6 / a | | | | |
| | | 1.6 | | | | | | |
| | | 2.3 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.5 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.7 | | | | | | |
| A*.7 | CA.3 | 1.5 | | CA / I.. / 9-12 / 1 / * | SC / IV.B / 9-12 / 3 / a | | HP / IV.D / 9-12 / 2 / a | |

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# *Plumbing*

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|---|---|---|---|---|---|---|---|---|
| | CA.5<br>HP.4<br>SC.2 | 1.10<br>3.2<br>3.3<br>3.6<br>4.7 | | CA / I.. / 9-12 / 6 / ' | | | | |
| A'.8 | CA.3<br>CA.5<br>HP.7<br>MA.1<br>SC.1 | 1.5<br>1.10<br>3.5<br>3.6<br>4.7 | MA / V.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 1 / '<br>CA / I.. / 9-12 / 6 / ' | SC / III.B / 9-12 / 2 / a | | HP / V.C / 9-12 / 2 / b | |
| A'.9 | CA.3<br>HP.7 | 1.5<br>1.10<br>3.1<br>3.2<br>3.3<br>4.7 | | CA / I.. / 9-12 / 6 / ' | | | | |
| A'.10 | CA.3<br>HP.4<br>HP.7 | 1.5<br>1.10<br>3.2<br>3.5<br>3.6<br>3.8<br>4.7 | | CA / I.. / 9-12 / 6 / ' | | | HP / IV.D / 9-12 / 2 / a<br>HP / V.C / 9-12 / 2 / b | |
| A'.11 | CA.3<br>HP.4<br>HP.7<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.5<br>3.6<br>3.8<br>4.7 | | CA / I.. / 9-12 / 6 / ' | | | HP / I.A / 9-12 / 98 / # | |
| A'.12 | CA.3<br>HP.7<br>SC.1 | 1.5<br>3.2<br>3.3<br>4.1 | | CA / I.. / 9-12 / 6 / ' | SC / III.D / 9-12 / 2 / a | | HP / V.C / 9-12 / 2 / b | |

1073

KEY:
' = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1989

1080

## *Plumbing*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.7 | | | | | | |
| A'.13 | HP.7 | 1.5 | | | SC / III.B / 9-12 / 2 / a | | HP / V.C / 9-12 / 2 / b | |
| | SC.1 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.7 | | | | | | |
| A'.14 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | | | HP / V.C / 9-12 / 2 / b | |
| | HP.7 | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.7 | | | | | | |
| B.1 | CA.3 | 1.2 | | CA / I.. / 9-12 / 6 / * | | SS / I.D / 9-12 / 1 / * | | |
| | SS.4 | 1.5 | | | | SS / I.D / 9-12 / 2 / * | | |
| | SS.6 | 1.8 | | | | SS / II.D / 9-12 / 5 / * | | |
| | SS.7 | 2.6 | | | | SS / III.E / 9-12 / 99 / e | | |
| | | 4.6 | | | | | | |
| | | 4.8 | | | | | | |
| B.2 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | | | | |
| | | 1.8 | | | | | | |
| | | 3.5 | | | | | | |
| | | 4.1 | | | | | | |
| B.3 | CA.3 | 1.4 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.1 | 1.5 | MA / IX.. / 9-12 / 1 / * | | | | | |
| | MA.5 | 1.8 | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | 1.10 | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | 3.5 | | | | | | |
| B.4 | CA.1 | 1.10 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |
| | CA.3 | 3.2 | MA / VI.. / 9-12 / 1 / i | CA / II.. / 9-12 / 5 / * | | | | |
| | MA.1 | 3.3 | MA / VI.. / 9-12 / 2 / i | | | | | |
| | MA.2 | 3.4 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | MA.5 | | MA / IX.. / 9-12 / 1 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | | | |
| B.5 | CA.1 | 1.4 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | | | | |

| KEY: | | |
|---|---|---|
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| | 98 = same Frameworks as previous competency | 99 = 'to know' statements may not be applicable |

Competency Profile Date: 1989

# Plumbing

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 1.5 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | MA.2 | 1.8 | MA / VI.. / 9-12 / 2 / i | | | | | |
| | MA.5 | 1.10 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | 3.2 | MA / IX.. / 9-12 / 1 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| B.6 | CA.3 | 1.4 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |
| | FA.1 | 1.5 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | MA.1 | 1.8 | MA / VI.. / 9-12 / 2 / i | | | | | |
| | MA.2 | 2.1 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | MA.5 | 2.5 | MA / IX.. / 9-12 / 1 / * | | | | | |
| | | 3.2 | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| B.7 | CA.3 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.1 | 1.10 | | | | | | |
| B.8 | CA.3 | 1.4 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 1 / b | | | | |
| | MA.1 | 1.5 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | MA.2 | 1.8 | MA / VI.. / 9-12 / 2 / i | | | | | |
| | MA.5 | 3.2 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | 3.3 | MA / IX.. / 9-12 / 1 / * | | | | | |
| | | 3.4 | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | 3.6 | MA / IX.. / 9-12 / 3 / * | | | | | |
| B.9 | CA.1 | 1.4 | MA / I.. / 9-12 / 4 / c | CA / I.. / 9-12 / 1 / b | | | | |
| | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | | | | |
| | MA.1 | | | | | | | |
| B.10 | CA.3 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | SS / III.E / 9-12 / 99 / e | | |
| | MA.1 | 1.8 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | MA.2 | 1.10 | MA / VI.. / 9-12 / 2 / i | | | | | |
| | SS.7 | 3.1 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | 3.2 | | | | | | |
| B.11 | CA.3 | 1.4 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |
| | MA.1 | | | | | | | |
| C.1 | CA.1 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / II.. / 9-12 / 5 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | MA / VI.. / 9-12 / 1 / i | | | | HP / V.C / 9-12 / 2 / b | |

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Competency Profile Date: 1989

# Plumbing

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | HP.7 | 3.1 | MA / VI.. / 9-12 / 2 / i | | | | | |
| | MA.1 | 3.2 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | SC.2 | 4.7 | | | | | | |
| C.2 | CA.1 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / II.. / 9-12 / 5 / * | SC / IV.C / 9-12 / 2 / a | | HP / I.A / 9-12 / 98 / # | |
| | HP.4 | 1.10 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | HP.7 | 3.1 | MA / VI.. / 9-12 / 2 / i | | | | | |
| | MA.1 | 3.2 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | MA.2 | 3.3 | | | | | | |
| | SC.2 | 4.7 | | | | | | |
| C.3 | CA.3 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | SC / III.B / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | MA.1 | 2.2 | MA / VI.. / 9-12 / 2 / i | | | | | |
| | MA.2 | 4.7 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | MA.5 | | MA / IX.. / 9-12 / 1 / * | | | | | |
| | SC.2 | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| C.4 | CA.3 | 1.5 | MA / VI.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | | | | | |
| | MA.1 | 2.2 | | | | | | |
| | MA.2 | 4.7 | | | | | | |
| | MA.5 | | | | | | | |
| | SC.2 | | | | | | | |
| C.5 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | | | | | |
| | MA.1 | 2.2 | | | | | | |
| | MA.2 | 4.7 | | | | | | |
| | MA.5 | | | | | | | |
| | SC.2 | | | | | | | |
| C.6 | CA.3 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | MA.1 | 2.2 | MA / VI.. / 9-12 / 2 / i | | | | | |
| | MA.2 | 4.7 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | MA.5 | | MA / IX.. / 9-12 / 1 / * | | | | | |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| C.7 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / III.B / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.1 | 4.7 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.5 | | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| C.8 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / III.B / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.1 | 4.7 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.5 | | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| C.9 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / III.B / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.1 | 4.7 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.5 | | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| C.10 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / III.B / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 3.2 | | | | | | |
| | MA.1 | 4.7 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.5 | | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| C.11 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / III.B / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 3.2 | | | | | | |
| | MA.1 | 4.7 | | | | | | |
| | MA.2 | | | | | | | |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.5 | | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| C.12 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / III.B / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.1 | 4.7 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.5 | | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| C.13 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / III.B / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.1 | 4.7 | | | | | | |
| | MA.2 | | | | | | | |
| | MA.5 | | | | | | | |
| | SC.1 | | | | | | | |
| | SC.2 | | | | | | | |
| D.1 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 4.7 | | | | | | |
| | MA.5 | | | | | | | |
| | SC.2 | | | | | | | |
| D.2 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | | | | | |
| | MA.1 | 3.2 | | | | | | |
| | MA.2 | 4.7 | | | | | | |
| | MA.5 | | | | | | | |
| | SC.2 | | | | | | | |
| D.3 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / I.B / 9-12 / 3 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / VI.A / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |

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## Plumbing

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | 4.1 | | | | | | |
| | SC.5 | 4.7 | | | | | | |
| | SC.7 | | | | | | | |
| D.4 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 3 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | MA.1 | 2.5 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.2 | 3.2 | | | SC / VI.A / 9-12 / 3 / a | | | |
| | MA.5 | 3.3 | | | | | | |
| | SC.2 | 4.1 | | | | | | |
| | SC.5 | 4.7 | | | | | | |
| | SC.7 | | | | | | | |
| D.5 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / I.B / 9-12 / 3 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.1 | 2.5 | | | SC / VI.A / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | SC.2 | 4.1 | | | | | | |
| | SC.5 | 4.7 | | | | | | |
| | SC.7 | | | | | | | |
| D.6 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 3 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | MA.1 | 2.5 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.2 | 3.2 | | | SC / VI.A / 9-12 / 3 / a | | | |
| | MA.5 | 3.3 | | | | | | |
| | SC.2 | 4.1 | | | | | | |
| | SC.5 | 4.7 | | | | | | |
| | SC.7 | | | | | | | |
| D.7 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 3 / a | | | |
| | SC.2 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | SC.7 | 4.7 | | | SC / IV.C / 9-12 / 2 / a | | | |
| D.8 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 3 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | SC.2 | 4.7 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.7 | | | | | | | |

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# *Plumbing*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| D.9 | CA.3<br>SC.2 | 1.5<br>1.10<br>3.2<br>4.7 | | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | |
| D.10 | CA.3<br>SC.2 | 1.5<br>1.10<br>3.2<br>4.7 | | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | |
| D.11 | CA.3<br>MA.1<br>MA.2<br>MA.5<br>SC.2 | 1.5<br>1.10<br>3.2<br>4.7 | MA / V.. / 9-12 / 1 / *<br>MA / VI.. / 9-12 / 1 / I<br>MA / VI.. / 9-12 / 2 / I<br>MA / VI.. / 9-12 / 3 / I<br>MA / IX.. / 9-12 / 1 / *<br>MA / IX.. / 9-12 / 2 / *<br>MA / IX.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | |
| D.12 | CA.3<br>MA.1<br>MA.2<br>MA.5<br>SC.2 | 1.5<br>1.10<br>3.2<br>4.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | |
| D.13 | CA.3<br>HP.4<br>HP.7<br>MA.1<br>MA.2<br>MA.5<br>SC.2<br>SC.5<br>SS.7 | 1.5<br>1.10<br>3.1<br>3.2<br>3.3<br>3.8<br>4.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a<br>SC / VI.A / 9-12 / 3 / a | SS / III.E / 9-12 / 99 / e | HP / IV.D / 9-12 / 2 / a<br>HP / V.C / 9-12 / 2 / b | |
| D.14 | CA.3<br>MA.1<br>MA.2<br>MA.5<br>SC.7 | 1.5<br>1.10<br>2.5<br>3.1<br>3.2 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 3 / a<br>SC / I.B / 9-12 / 3 / a | | | |

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# *Plumbing*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| D.15 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 3 / a | | | |
| | HP.4 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | MA.1 | 2.3 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.2 | 2.5 | | | SC / VI.A / 9-12 / 3 / a | | | |
| | MA.5 | 3.1 | | | | | | |
| | SC.2 | 3.2 | | | | | | |
| | SC.5 | 3.3 | | | | | | |
| | SC.7 | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| D.16 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.1 | 1.10 | | | SC / VI.A / 9-12 / 3 / a | | | |
| | MA.2 | 2.5 | | | SC / VI.B / 9-12 / 3 / a | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.5 | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| D.17 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 98 / # | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 2.5 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.5 | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| D.18 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 98 / # | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 2.5 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |

**KEY:**
' = may use all 'to do' statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.5 | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| D.19 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 98 / # | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 2.5 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.5 | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| D.20 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | MA.2 | 2.5 | | | SC / VI.A / 9-12 / 3 / a | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.5 | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| D.21 | CA.3 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | MA / VI.. / 9-12 / 1 / i | | SC / I.B / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | MA / VI.. / 9-12 / 2 / i | | SC / VI.A / 9-12 / 3 / a | | | |
| | MA.5 | 3.3 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | SC.5 | 3.8 | MA / IX.. / 9-12 / 1 / * | | | | | |
| | SC.7 | 4.7 | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| D.22 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 3 / a | | | |
| | SC.2 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | SC.5 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |
| | SC.7 | 3.3 | | | SC / VII.A / 9-12 / 3 / a | | | |
| E.1 | CA.3 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | MA / VI.. / 9-12 / 1 / i | | SC / I.B / 9-12 / 3 / a | | | |
| | MA.2 | 3.2 | MA / VI.. / 9-12 / 2 / i | | SC / IV.C / 9-12 / 2 / a | | | |
| | MA.5 | 4.7 | MA / VI.. / 9-12 / 3 / i | | | | | |

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# *Plumbing*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.2 | | MA / IX.. / 9-12 / 1 / * | | | | | |
| | SC.7 | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| E.2 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 98 / # | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.5 | 4.7 | | | | | | |
| | SC.2 | | | | | | | |
| | SC.7 | | | | | | | |
| E.3 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 98 / # | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.5 | 4.7 | | | | | | |
| | SC.2 | | | | | | | |
| | SC.7 | | | | | | | |
| E.4 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 98 / # | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 2.5 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | | 4.7 | | | | | | |
| E.5 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 98 / # | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 2.5 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |
| | SC.7 | 3.8 | | | | | | |
| | | 4.7 | | | | | | |
| E.6 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 98 / # | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 2.5 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.2 | 3.3 | | | | | | |

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# *Plumbing*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.7 | 3.8 | | | | | | |
| | | 4.7 | | | | | | |
| E.7 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.B / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 2.5 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.7 | 3.3 | | | | | | |
| | | 4.7 | | | | | | |
| E.8 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 2.5 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.7 | | | | | | |
| E.9 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.B / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| E.10 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.B / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| E.11 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.B / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| E.12 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.B / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | SC.7 | 4.7 | | | | | | |

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Competency Profile Date: 1989

# *Plumbing*

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| E.13 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.B / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| E.14 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.B / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| E.15 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.B / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | | | | | | |
| | MA.2 | 3.2 | | | | | | |
| | MA.5 | 3.3 | | | | | | |
| | SC.7 | 4.7 | | | | | | |
| E.16 | CA.3 | 1.5 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 3 / a | | | |
| | MA.1 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | MA.2 | 2.5 | | | | | | |
| | MA.5 | 3.2 | | | | | | |
| | SC.7 | 3.3 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| E.17 | CA.3 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |
| | MA.1 | 1.10 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | MA.2 | 3.2 | MA / VI.. / 9-12 / 2 / i | | | | | |
| | MA.5 | 3.3 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | 4.7 | MA / IX.. / 9-12 / 1 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| | | | MA / IX.. / 9-12 / 4 / * | | | | | |
| E.18 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 3 / a | | | |
| | SC.1 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | SC.7 | 3.2 | | | SC / III.B / 9-12 / 2 / a | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.3 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| E 19 | CA 3 | 1.5 | | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 98 / # | | | |
| | SC 1 | 1.10 | | | | | | |
| | SC 7 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| E 20 | CA 3 | 1.5 | | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 98 / # | | | |
| | SC 1 | 1.10 | | | | | | |
| | SC 7 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| E 21 | CA 3 | 1.5 | | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 98 / # | | | |
| | SC 1 | 1.10 | | | | | | |
| | SC 7 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.1 | | | | | | |
| | | 4.7 | | | | | | |
| E 22 | CA 3 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |
| | MA 1 | 1.10 | MA / VI.. / 9-12 / 1 / i | | | | | |
| | MA 2 | 3.3 | MA / VI.. / 9-12 / 2 / i | | | | | |
| | MA 5 | 4.7 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | | | MA / IX.. / 9-12 / 1 / * | | | | | |
| | | | MA / IX.. / 9-12 / 2 / * | | | | | |
| | | | MA / IX.. / 9-12 / 3 / * | | | | | |
| E 23 | CA 3 | 1.5 | | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 3 / a | | | |
| | SC 2 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | SC 7 | | | | SC / IV.C / 9-12 / 2 / a | | | |
| E 24 | CA 3 | 1.5 | | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 3 / a | | | |
| | SC 2 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | SC 7 | 3.2 | | | SC / IV.C / 9-12 / 2 / a | | | |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.3<br>4.1<br>4.7 | | | | | | |
| F.1 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / ' | | | | |
| F.2 | CA.3<br>HP.4<br>MA.1<br>MA.2<br>MA.5 | 1.5<br>1.10<br>2.5<br>3.3<br>4.1<br>4.7 | MA / V.. / 9-12 / 1 / '<br>MA / VI.. / 9-12 / 1 / i<br>MA / VI.. / 9-12 / 2 / i<br>MA / VI.. / 9-12 / 3 / i<br>MA / IX.. / 9-12 / 1 / '<br>MA / IX.. / 9-12 / 2 / '<br>MA / IX.. / 9-12 / 3 / ' | CA / I.. / 9-12 / 6 / ' | | | HP / IV.D / 9-12 / 2 / a | |
| F.3 | CA.3<br>MA.1<br>SC.7 | 1.5<br>1.10<br>2.5<br>3.2<br>3.3<br>4.1<br>4.7 | MA / V.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 3 / a<br>SC / I.B / 9-12 / 3 / a | | | |
| F.4 | CA.3<br>HP.4<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.1 | | CA / I.. / 9-12 / 6 / ' | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| F.5 | CA.3<br>HP.4<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.1 | | CA / I.. / 9-12 / 6 / ' | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| F.6 | CA.3<br>MA.1<br>SC.7 | 1.5<br>1.10<br>2.5<br>3.2<br>3.3<br>4.1 | MA / V.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 3 / a | | | |

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# Plumbing

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| F.7 | CA.3<br>HP.4<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.1 | | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| F.8 | CA.3<br>MA.1<br>MA.2<br>MA.5 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / V.. / 9-12 / 1 / *<br>MA / VI.. / 9-12 / 1 / i<br>MA / VI.. / 9-12 / 2 / i<br>MA / VI.. / 9-12 / 3 / i<br>MA / IX.. / 9-12 / 1 / *<br>MA / IX.. / 9-12 / 2 / *<br>MA / IX.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / * | | | | |
| F.9 | CA.3<br>HP.4<br>MA.1<br>MA.2<br>MA.5<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| F.10 | CA.3<br>HP.4<br>MA.1<br>MA.2<br>MA.5<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| F.11 | CA.3<br>HP.4<br>MA.1<br>MA.2<br>MA.5<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| F.12 | CA.3<br>MA.1<br>MA.2<br>MA.5 | 1.5<br>1.10<br>2.5<br>3.2 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | | | | |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.3<br>4.7 | | | | | | |
| F.13 | CA.3<br>HP.4<br>MA.1<br>MA.2<br>MA.5<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| F.14 | CA.3<br>HP.4<br>MA.1<br>MA.2<br>MA.5<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| F.15 | CA.3<br>HP.4<br>MA.1<br>MA.2<br>MA.5<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| F.16 | CA.3 | 1.5<br>1.10<br>4.7 | | CA / I.. / 9-12 / 6 / * | | | | |
| F.17 | CA.3<br>FA.4<br>MA.1<br>MA.2<br>MA.5<br>SC.2 | 1.5<br>1.10<br>2.5<br>3.2<br>3.3<br>4.7 | MA / V.. / 9-12 / 1 / *<br>MA / VI.. / 9-12 / 1 / i<br>MA / VI.. / 9-12 / 2 / i<br>MA / VI.. / 9-12 / 3 / i<br>MA / IX.. / 9-12 / 1 / *<br>MA / IX.. / 9-12 / 2 / *<br>MA / IX.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | FA / IV.B / 9-12 / 1 / b |
| G.1 | CA.3<br>HP.4<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3 | | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |

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# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| G.2 | CA.3 | 1.5<br>1.10<br>3.2<br>3.3 | | CA / I.. / 9-12 / 6 / ' | | | | |
| G.3 | CA.3<br>HP.4<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | | CA / I.. / 9-12 / 6 / ' | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| G.4 | CA.3<br>HP.4<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | | CA / I.. / 9-12 / 6 / ' | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| G.5 | CA.3<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3 | | CA / I.. / 9-12 / 6 / ' | SC / IV.C / 9-12 / 2 / a | | | |
| G.6 | CA.3<br>MA.5<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.1 | MA / IX.. / 9-12 / 1 / '<br>MA / IX.. / 9-12 / 2 / '<br>MA / IX.. / 9-12 / 3 / ' | CA / I.. / 9-12 / 6 / ' | SC / IV.C / 9-12 / 2 / a | | | |
| G.7 | CA.3<br>MA.1<br>MA.2<br>MA.5 | 1.5<br>1.10<br>3.2<br>3.3 | MA / V.. / 9-12 / 1 / '<br>MA / VI.. / 9-12 / 1 / i<br>MA / VI.. / 9-12 / 2 / i<br>MA / VI.. / 9-12 / 3 / i<br>MA / IX.. / 9-12 / 1 / '<br>MA / IX.. / 9-12 / 2 / '<br>MA / IX.. / 9-12 / 3 / ' | CA / I.. / 9-12 / 6 / ' | | | | |
| G.8 | CA.3<br>MA.1<br>MA.2<br>MA.5 | 1.5<br>1.10<br>3.2<br>3.3 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / ' | | | | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| G.9 | CA.3 | 1.5 |  | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a |  |  |  |
|  | SC.2 | 1.10 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 4.1 |  |  |  |  |  |  |
| G.10 | CA.3 | 1.5 |  | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a |  |  |  |
|  | SC.2 | 1.10 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
|  |  | 4.1 |  |  |  |  |  |  |
| G.11 | CA.3 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a |  | HP / IV.D / 9-12 / 2 / a |  |
|  | HP.4 | 1.10 | MA / VI.. / 9-12 / 1 / i |  |  |  |  |  |
|  | MA.1 | 3.2 | MA / VI.. / 9-12 / 2 / i |  |  |  |  |  |
|  | MA.2 | 3.3 | MA / VI.. / 9-12 / 3 / i |  |  |  |  |  |
|  | MA.5 | 4.7 | MA / IX.. / 9-12 / 1 / * |  |  |  |  |  |
|  | SC.2 |  | MA / IX.. / 9-12 / 2 / * |  |  |  |  |  |
|  |  |  | MA / IX.. / 9-12 / 3 / * |  |  |  |  |  |
| G.12 | CA.3 | 1.5 |  | CA / I.. / 9-12 / 6 / * |  |  |  |  |
|  |  | 1.10 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
| G.13 | CA.3 | 1.5 |  | CA / I.. / 9-12 / 6 / * |  |  |  |  |
|  |  | 1.10 |  |  |  |  |  |  |
|  |  | 3.2 |  |  |  |  |  |  |
|  |  | 3.3 |  |  |  |  |  |  |
| G.14 | CA.3 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a |  | HP / IV.D / 9-12 / 2 / a |  |
|  | HP.4 | 1.10 | MA / VI.. / 9-12 / 1 / i |  |  |  |  |  |
|  | MA.1 | 3.2 | MA / VI.. / 9-12 / 2 / i |  |  |  |  |  |
|  | MA.2 | 3.3 | MA / VI.. / 9-12 / 3 / i |  |  |  |  |  |
|  | MA.5 | 4.7 | MA / IX.. / 9-12 / 1 / * |  |  |  |  |  |
|  | SC.2 |  | MA / IX.. / 9-12 / 2 / * |  |  |  |  |  |
|  |  |  | MA / IX.. / 9-12 / 37* |  |  |  |  |  |
| G.15 | CA.3 | 1.5 |  | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a |  |  |  |
|  | SC.2 | 1.10 |  |  |  |  |  |  |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.2<br>3.3<br>4.1<br>4.7 | | | | | | |
| G.16 | CA.3<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.1<br>4.7 | | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | |
| G.17 | CA.3<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.1 | | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | |
| G.18 | CA.3<br>MA.1<br>MA.2<br>MA.5 | 1.5<br>1.10<br>3.2<br>3.3 | MA / V.. / 9-12 / 1 / *<br>MA / VI.. / 9-12 / 1 / i<br>MA / VI.. / 9-12 / 2 / i<br>MA / VI.. / 9-12 / 3 / i<br>MA / IX.. / 9-12 / 1 / *<br>MA / IX.. / 9-12 / 2 / *<br>MA / IX.. / 9-12 / 3 / * | CA / I.. / 9-12 / 6 / * | | | | |
| G.19 | CA.3<br>MA.1<br>MA.2<br>MA.5 | 1.5<br>1.10<br>3.2<br>3.3 | MA / I.. / 9-12 / 98 / # | CA / I.. / 9-12 / 6 / * | | | | |
| G.20 | CA.3<br>HP.4<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3 | | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| G.21 | CA.3<br>HP.4<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3 | | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.7 | | | | | | |
| G.22 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | | | | | |
| | SC.2 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| G.23 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | | | | |
| | | 1.10 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| G.24 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | HP / IV.D / 9-12 / 2 / a | |
| | HP.4 | 1.10 | | | | | | |
| | SC.2 | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.7 | | | | | | |
| G.25 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | | | | |
| | | 1.10 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.7 | | | | | | |
| G.26 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | | | | |
| | | 1.10 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.7 | | | | | | |
| G.27 | CA.3 | 1.5 | | CA / I.. / 9-12 / 6 / * | SC / I.A / 9-12 / 3 / a | | | |
| | SC.1 | 1.10 | | | SC / I.B / 9-12 / 3 / a | | | |
| | SC.7 | 3.2 | | | SC / III.B / 9-12 / 2 / a | | | |
| | | 3.3 | | | | | | |
| | | 4.7 | | | | | | |
| G.28 | CA.3 | 1.5 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |
| | MA.1 | 1.10 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |

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# Plumbing

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| G.29 | CA.3<br>SC.7 | 1.5<br>1.10<br>3.2<br>3.3<br>3.4<br>3.8<br>4.1<br>4.7 | | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 3 / a<br>SC / I.B / 9-12 / 3 / a | | | |
| G.30 | CA.3<br>SC.7 | 1.5<br>1.10<br>3.2<br>3.3<br>3.4<br>3.8<br>4.1<br>4.7 | | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 98 / # | | | |
| G.31 | CA.3<br>SC.7 | 1.5<br>1.10<br>3.2<br>3.3<br>3.4<br>3.8<br>4.1<br>4.7 | | CA / I.. / 9-12 / 6 / ' | SC / I.A / 9-12 / 98 / # | | | |
| H.1 | CA.3<br>MA.1<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / V.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 6 / ' | SC / IV.C / 9-12 / 2 / a | | | |
| H.2 | CA.3<br>MA.1<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / V.. / 9-12 / 1 / ' | CA / I.. / 9-12 / 6 / ' | SC / IV.C / 9-12 / 2 / a | | | |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| H.3 | CA.3<br>MA.1<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | |
| H.4 | CA.3<br>MA.1 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |
| H.5 | CA.3<br>MA.1 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |
| H.6 | CA.3<br>MA.1 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |
| H.7 | CA.3<br>MA.1 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |
| H.8 | CA.3<br>MA.1 | 1.5<br>1.10<br>3.2<br>3.3<br>4.7 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |
| H.9 | CA.3 | 1.5<br>1.10<br>3.2<br>3.3 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | | | | |

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# *Plumbing*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| H.10 | CA.3<br>MA.1<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | |
| H.11 | CA.3<br>MA.1<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>3.4<br>4.1 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | |
| H.12 | CA.3<br>MA.1<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>3.4<br>4.1 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | |
| H.13 | CA.3<br>MA.1<br>SC.2 | 1.5<br>1.10<br>3.2<br>3.3<br>3.4<br>4.1 | MA / V.. / 9-12 / 1 / * | CA / I.. / 9-12 / 6 / * | SC / IV.C / 9-12 / 2 / a | | | |
| I.1 | CA.1<br>CA.3 | 4.2<br>4.3 | | CA / I.. / 9-12 / 1 / b | | | | |
| I.2 | | 4.4<br>4.5<br>4.6 | | | | | | |
| I.3 | CA.5 | 4.3<br>4.4 | | CA / I.. / 9-12 / 3 / b | | | | |
| I.4 | CA.1 | 2.1<br>2.2<br>2.3<br>2.7 | | | | | | |

# *Plumbing*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 1.5 |  | 2.3<br>4.4 |  |  |  |  |  |  |
| 1.6 | CA.1 | 2.1 |  | CA / I.. / 9-12 / 1 / b |  |  |  |  |
| 1.7 |  | 4.4 |  |  |  |  |  |  |
| 1.8 |  | 4.3 |  |  |  |  |  |  |
| 1.9 |  | 2.6<br>4.8 |  |  |  |  |  |  |
| 1.10 | CA.6 | 4.6 |  |  |  |  |  |  |

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Competency Profile Date: 1989

# *Small Engines*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| A.1 | CA.1 | 1.2 | | CA / II.. / 9-12 / 3 / a | | | HP / III.D / 9-12 / 1 / a | |
| | CA.3 | 1.4 | | CA / II.. / 9-12 / 3 / c | | | | |
| | CA.6 | 1.7 | | | | | | |
| | HP.6 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| A.2 | CA.1 | 1.2 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 4 / a | | HP / III.D / 9-12 / 1 / a | |
| | CA.3 | 1.4 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | SC.8 | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| A.3 | CA.1 | 1.2 | MA / I.. / 9-12 / 4 / d | CA / II.. / 9-12 / 3 / a | SC / I.A / 9-12 / 4 / a | | | |
| | CA.3 | 1.4 | | CA / II.. / 9-12 / 3 / c | | | | |
| | CA.6 | 1.10 | | CA / II.. / 9-12 / 5 / a | | | | |
| | MA.1 | 2.1 | | CA / II.. / 9-12 / 5 / c | | | | |
| | SC.8 | 2.2 | | CA / II.. / 9-12 / 5 / e | | | | |
| | | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 4.6 | | | | | | |
| A.4 | CA.1 | 1.1 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.3 | 1.3 | | | | | | |
| | CA.4 | 1.4 | | | | | | |
| | CA.6 | 1.5 | | | | | | |

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Competency Profile Date: 1988

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 1.7 | | | | | | |
| | MA.3 | 1.8 | | | | | | |
| | | 1.10 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.8 | | | | | | |
| | | 4.4 | | | | | | |
| A.5 | CA.1 | 1.4 | MA / I.. / 9-12 / 4 / d | CA / II.. / 9-12 / 3 / a | SC / I.A / 9-12 / 4 / a | | HP / III.D / 9-12 / 1 / a | |
| | CA.3 | 1.10 | | CA / II.. / 9-12 / 3 / c | | | | |
| | CA.4 | 3.6 | | | | | | |
| | CA.6 | 4.3 | | | | | | |
| | HP.6 | 4.5 | | | | | | |
| | MA.1 | 4.6 | | | | | | |
| | MA.3 | | | | | | | |
| | SC.8 | | | | | | | |
| B.1 | CA.3 | 1.2 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| B.2 | CA.1 | 1.2 | | | SC / I.A / 9-12 / 4 / a | | HP / III.D / 9-12 / 1 / a | |
| | CA.3 | 1.4 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | HP.6 | 2.7 | | | | | | |
| | SC.8 | 3.1 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.5 | | | | | | |
| | | 4.7 | | | | | | |
| B.3 | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | | 1.10 | | | | | | |

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# Small Engines

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.7 | | | | | | |
| B.4 | CA.1 | 1.2 | MA / I.. / 9-12 / 4 / d | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.3 | 1.4 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | MA.1 | 2.1 | | | | | | |
| | SC.8 | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 4.6 | | | | | | |
| B.5 | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| B.6 | CA.1 | 1.2 | MA / I.. / 9-12 / 4 / d | | SC / I.A / 9-12 / 4 / a | | | |
| | CA.3 | 1.4 | | | | | | |
| | CA.6 | 1.10 | | | | | | |
| | MA.1 | 2.1 | | | | | | |
| | SC.8 | 2.2 | | | | | | |
| | | 2.3 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.6 | | | | | | |
| | | 3.7 | | | | | | |
| | | 4.6 | | | | | | |
| B.7 | CA.3 | 1.2 | | | | | | |
| | CA.4 | 1.3 | | | | | | |
| | CA.5 | 1.4 | | | | | | |
| | | 1.10 | | | | | | |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1988

# *Small Engines*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.7 | | | | | | |
| B.8 | CA.1<br>CA.3<br>CA.6<br>MA.1<br>SC.8 | 1.2<br>1.4<br>1.10<br>2.1<br>2.2<br>2.3<br>2.6<br>2.7<br>3.3<br>3.6<br>3.7<br>4.6 | MA / I.. / 9-12 / 4 / d | | SC / I.A / 9-12 / 4 / a | | | |
| B.9 | CA.3<br>CA.4<br>CA.5 | 1.2<br>1.3<br>1.4<br>1.10<br>2.7 | | | | | | |
| C.1 | CA.3<br>CA.4<br>CA.5<br>MA.2 | 1.2<br>1.3<br>1.4<br>1.10<br>2.7 | MA / I.. / 9-12 / 4 / d | CA / II.. / 9-12 / 3 / a<br>CA / II.. / 9-12 / 3 / c | | | | |
| C.2 | MA.2 | 1.4<br>1.10<br>2.7<br>4.6 | MA / IV.. / 9-12 / 3 / d | | | | | |
| D.1 | CA.3<br>CA.5<br>MA.2 | 1.4<br>1.10<br>2.7<br>3.3<br>4.6 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / c | | | | |
| D.2 | CA.3<br>CA.5 | 1.4<br>1.10 | MA / IV.. / 9-12 / 3 / d | | | | | |

**KEY:** ' = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

# *Small Engines*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 2.7 | | | | | | |
| | | 3.3 | | | | | | |
| | | 4.6 | | | | | | |
| D.3 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 5 / e | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| D.4 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 5 / e | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| D.5 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / II.. / 9-12 / 5 / e | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.2 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| D.6 | CA.3 | 1.4 | | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.5 | 1.10 | | CA / I.. / 9-12 / 2 / c | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| D.7 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| D.8 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| D.9 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| E.1 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |

**KEY:**
* = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1988

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| E.2 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| E.3 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| F.1 | CA.3 | 1.4 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 2 / a | SC / III.A / 9-12 / 4 / a | | | |
| | CA.5 | 1.5 | | CA / I.. / 9-12 / 2 / c | SC / III.B / 9-12 / 4 / a | | | |
| | MA.1 | 1.6 | | | SC / III.C / 9-12 / 4 / a | | | |
| | SC.1 | 1.7 | | | | | | |
| | SC.7 | 1.10 | | | | | | |
| | SC.8 | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| F.2 | CA.3 | 1.4 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.5 | 1.5 | | | | | | |
| | MA.1 | 1.6 | | | | | | |
| | SC.1 | 1.7 | | | | | | |
| | SC.7 | 1.10 | | | | | | |
| | SC.8 | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| F.3 | CA.3 | 1.4 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.5 | 1.5 | | | | | | |
| | MA.1 | 1.6 | | | | | | |
| | SC.1 | 1.7 | | | | | | |
| | SC.7 | 1.10 | | | | | | |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

## *Small Engines*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | SC.8 | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| F.4 | CA.3 | 1.4 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.5 | 1.5 | | | | | | |
| | MA.1 | 1.6 | | | | | | |
| | SC.1 | 1.7 | | | | | | |
| | SC.7 | 1.10 | | | | | | |
| | SC.8 | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| F.5 | CA.3 | 1.4 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.5 | 1.5 | | | | | | |
| | MA.1 | 1.6 | | | | | | |
| | SC.1 | 1.7 | | | | | | |
| | SC.7 | 1.10 | | | | | | |
| | SC.8 | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| F.6 | CA.3 | 1.4 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 98 / # | | | |
| | CA.5 | 1.5 | | | | | | |
| | MA.1 | 1.6 | | | | | | |
| | SC.1 | 1.7 | | | | | | |
| | SC.7 | 1.10 | | | | | | |
| | SC.8 | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| G.1 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| G.2 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |

**KEY:** * = may use all "to do" statements
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Competency Profile Date: 1988

# Small Engines

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.6 | | | | | | |
| G.3 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| G.4 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| G.5 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| H.1 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| H.2 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| H.3 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| H.4 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| H.5 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |

**KEY:**
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Competency Profile Date: 1988

## *Small Engines*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| H.6 | CA.3<br>CA.5 | 1.4<br>1.10<br>2.7<br>4.6 | | CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / c<br>CA / II.. / 9-12 / 5 / e | | | | |
| H.7 | CA.3<br>CA.5 | 1.4<br>1.10<br>2.7<br>4.6 | | CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / c | | | | |
| I.1 | CA.3<br>CA.5 | 1.4<br>1.10<br>2.7<br>4.6 | | CA / I.. / 9-12 / 98 / # | | | | |
| I.2 | CA.3<br>CA.5 | 1.4<br>1.10<br>2.7<br>4.6 | | CA / I.. / 9-12 / 98 / # | | | | |
| I.3 | CA.3<br>CA.5 | 1.4<br>1.10<br>2.7<br>4.6 | | CA / I.. / 9-12 / 98 / # | | | | |
| I.4 | CA.3<br>CA.5<br>CA.6<br>SC.8 | 1.4<br>1.10<br>2.7<br>4.6 | | CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / c<br>CA / II.. / 9-12 / 5 / e | SC / I.A / 9-12 / 4 / a | | | |
| I.5 | CA.3<br>CA.5 | 1.4<br>1.10<br>2.7<br>4.6 | | CA / I.. / 9-12 / 2 / a<br>CA / I.. / 9-12 / 2 / c | | | | |
| I.6 | CA.3<br>CA.5 | 1.4<br>1.10<br>2.7<br>4.6 | | CA / I.. / 9-12 / 98 / # | | | | |
| J.1 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |

**KEY:**
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98 = same Frameworks as previous competency
# = same Frameworks as previous competency
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Competency Profile Date: 1988

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| J.2 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| K.1 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| K.2 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| L.1 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | SC / I.A / 9-12 / 4 / a | | | |
| | CA.5 | 1.10 | | | | | | |
| | SC.8 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| L.2 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| L.3 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| M.1 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| M.2 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |

**KEY:**
' = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1983

# *Small Engines*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| M.3 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| N.1 | CA.3 | 1.1 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.3 | | | | | | |
| | MA.1 | 1.4 | | | | | | |
| | MA.2 | 1.7 | | | | | | |
| | MA.3 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| N.2 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.5 | 1.5 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.8 | | CA / II.. / 9-12 / 5 / e | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.6 | | | | | | |
| N.3 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.5 | 1.10 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| N.4 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| N.5 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |

**KEY:**
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Competency Profile Date: 1988

## Small Engines

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| N.6 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| N.7 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| N.8 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| O.1 | CA.3 | 1.1 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.3 | | | | | | |
| | MA.1 | 1.4 | | | | | | |
| | MA.2 | 1.7 | | | | | | |
| | MA.3 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| O.2 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 2 / a | | | | |
| | CA.5 | 1.5 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 1.8 | | CA / II.. / 9-12 / 5 / e | | | | |
| | MA.2 | 1.10 | | | | | | |
| | MA.3 | 2.1 | | | | | | |
| | | 2.5 | | | | | | |
| | | 2.6 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.4 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| O.3 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 2 / a | | | | |

**KEY:**
* = may use all "to do" statements
98 = same Frameworks as previous competency
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Competency Profile Date: 1988

## *Small Engines*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | CA.5 | 1.10 | | CA / I.. / 9-12 / 2 / c | | | | |
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| O.4 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| O.5 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| O.6 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| O.7 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| O.8 | CA.3 | 1.4 | MA / IV.. / 9-12 / 3 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | MA.1 | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| P.1 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| P.2 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| P.3 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1988

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| P.4 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| P.5 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| Q.1 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| Q.2 | CA.3 | 1.1 | MA / I.. / 9-12 / 4 / d | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.3 | | | | | | |
| | MA.1 | 1.4 | | | | | | |
| | MA.2 | 1.7 | | | | | | |
| | MA.3 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 3.6 | | | | | | |
| | | 4.6 | | | | | | |
| Q.3 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| Q.4 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |
| Q.5 | CA.3 | 1.4 | | CA / I.. / 9-12 / 98 / # | | | | |
| | CA.5 | 1.10 | | | | | | |
| | | 2.7 | | | | | | |
| | | 4.6 | | | | | | |

**KEY:**
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98 = same Frameworks as previous competency
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Competency Profile Date: 1988

# *Small Engines*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| Q.6 | CA.3<br>CA.5 | 1.4<br>1.10<br>2.7<br>4.6 | | CA / I.. / 9-12 / 98 / # | | | | |
| Q.7 | CA.3<br>CA.5 | 1.4<br>1.10<br>2.7<br>4.6 | | CA / I.. / 9-12 / 98 / # | | | | |
| R.1 | CA.1<br>CA.3 | 4.2<br>4.3 | | CA / I.. / 9-12 / 1 / b | | | | |
| R.2 | | 4.4<br>4.5<br>4.6 | | | | | | |
| R.3 | CA.5 | 4.3<br>4.4 | | CA / I.. / 9-12 / 3 / b | | | | |
| R.4 | CA.1 | 2.1<br>2.2<br>2.3<br>2.7 | | | | | | |
| R.5 | | 2.3<br>4.4 | | | | | | |
| R.6 | CA.1 | 2.1 | | CA / I.. / 9-12 / 1 / c | | | | |
| R.7 | | 4.4 | | | | | | |
| R.8 | | 4.3 | | | | | | |
| R.9 | | 2.6<br>4.8 | | | | | | |
| R.10 | CA.6 | 4.6 | | | | | | |

KEY: ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1988

NOTES: * = Core competencies (essential for the first day on the job). The numbers in brackets [e.g., A01] reflect the IDs used in computerized tracking software. Numbers in parentheses at the end of each competency apply to national skill standards by AWS (EG2.0-95). **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Welding*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 01.1 | HP.7 | 3.1 | | | | | HP / V.C / 9-12 / 1 / a | |
| | | 3.2 | | | | | HP / V.C / 9-12 / 2 / a | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.7 | | | | | | |
| 01.2 | HP.7 | 3.1 | | | | | HP / V.C / 9-12 / 1 / a | |
| | | 3.2 | | | | | HP / V.C / 9-12 / 2 / a | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.7 | | | | | | |
| 01.3 | HP.7 | 3.1 | | | | | HP / V.C / 9-12 / 1 / a | |
| | | 3.2 | | | | | HP / V.C / 9-12 / 2 / a | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.7 | | | | | | |
| 01.4 | HP.7 | 3.1 | | | | | HP / V.C / 9-12 / 1 / a | |
| | | 3.2 | | | | | HP / V.C / 9-12 / 2 / a | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.7 | | | | | | |
| 01.5 | CA.3 | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.7 | | | | | | |
| 01.6 | CA.3 | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.7 | | | | | | |
| 01.7 | CA.3 | 4.7 | | | | | | |

KEY:
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Competency Profile Date: 1995

# Welding

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 01.8 | HP.7 | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |
| | | 3.4 | | | | | | |
| | | 4.7 | | | | | | |
| 02.1 | MA.3 | 1.2 | MA / VII.. / 9-12 / 4 / a | | | | | |
| | | 1.4 | | | | | | |
| | | 1.5 | | | | | | |
| | | 1.8 | | | | | | |
| | | 3.1 | | | | | | |
| 02.2 | MA.1 | 1.10 | MA / IV.. / 9-12 / 3 / c | | | | | |
| | MA.2 | 3.7 | | | | | | |
| 02.3 | MA.1 | 1.10 | MA / VI.. / 9-12 / 3 / i | | | | | |
| | MA.2 | 3.7 | | | | | | |
| 02.4 | | | | | | | | |
| 02.5 | | | | | | | | |
| 02.6 | | | | | | | | |
| 02.7 | CA.3 | 1.10 | | CA / I.. / 9-12 / 1 / d | | | | |
| | | 3.7 | | | | | | |
| 02.8 | SC.1 | 1.10 | | | SC / I.A / 9-12 / 4 / a | | | |
| 02.9 | | 1.10 | | | | | | |
| 03.1 | CA.3 | 1.5 | | | | | | |
| | | 1.10 | | | | | | |
| 03.2 | CA.3 | 1.5 | | | | | | |
| | | 1.10 | | | | | | |
| 03.3 | | 2.1 | | | | | | |
| | | 2.5 | | | | | | |
| 03.4 | CA.5 | 2.5 | | CA / I.. / 9-12 / 6 / a | | | | |
| | | 2.6 | | | | | | |
| 03.5 | MA.1 | | MA / V.. / 9-12 / 2 / a | | | | | |
| 04.1 | MA.1 | 1.10 | MA / V.. / 9-12 / 1 / a | | | | | |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | MA.2 | 2.1 | MA / V.. / 9-12 / 2 / a | | | | | |
| | MA.4 | | MA / V.. / 9-12 / 3 / a | | | | | |
| 04.2 | CA.3 | 4.6 | | CA / I.. / 9-12 / 1 / a | | | | |
| 04.3 | CA.3 | 1.10 | | CA / I.. / 9-12 / 1 / a | | | | |
| 05.1 | | 2.5 | | | | | | |
| | | 4.7 | | | | | | |
| 05.2 | SC.1 | 1.10 | | | SC / III.B / 9-12 / 1 / a | | | |
| 05.3 | SC.1 | 1.10 | | | SC / III.B / 9-12 / 1 / a | | | |
| 05.4 | | 1.10 | | | | | | |
| | | 4.7 | | | | | | |
| 05.5 | | 1.10 | | | | | | |
| | | 2.5 | | | | | | |
| 05.6 | | 1.10 | | | | | | |
| | | 2.5 | | | | | | |
| 05.7 | | 1.10 | | | | | | |
| | | 2.5 | | | | | | |
| 05.8 | | 1.10 | | | | | | |
| | | 2.5 | | | | | | |
| 05.9 | | 1.10 | | | | | | |
| | | 2.5 | | | | | | |
| 05.10 | | 1.10 | | | | | | |
| | | 2.5 | | | | | | |
| 05.11 | | 1.10 | | | | | | |
| | | 2.5 | | | | | | |
| 05.12 | | 1.10 | | | | | | |
| | | 2.5 | | | | | | |
| 05.13 | | 1.10 | | | | | | |
| | | 2.5 | | | | | | |
| | | 3.1 | | | | | | |
| | | 3.2 | | | | | | |
| | | 3.3 | | | | | | |

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# Welding

*Cross-Reference to Show-Me Standards (main report)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.4 | | | | | | |
| 05.14 | | 1.10<br>2.5 | | | | | | |
| 06.1 | | 2.5<br>4.7 | | | | | | |
| 06.2 | SC.1 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| 06.3 | SC.1 | 1.10 | | | SC / III.B / 9-12 / 4 / a | | | |
| 06.4 | SC.1 | 1.10<br>2.6 | | | SC / III.B / 9-12 / 2 / a | | | |
| 06.5 | | 1.10<br>2.6 | | | | | | |
| 06.6 | | 3.1<br>3.2<br>3.3<br>3.4 | | | | | | |
| 06.7 | | 1.10<br>2.5 | | | | | | |
| 06.8 | | 1.10<br>2.5 | | | | | | |
| 06.9 | | 1.10<br>2.5 | | | | | | |
| 07.1 | | 1.10<br>2.5 | | | | | | |
| 07.2 | | 1.10<br>2.5 | | | | | | |
| 07.3 | | 1.10<br>2.5 | | | | | | |
| 07.4 | | 1.10<br>2.5 | | | | | | |
| 07.5 | | 1.10<br>2.5 | | | | | | |

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Competency Profile Date: 1995

# *Welding*

***Cross-Reference to Show-Me Standards (main report)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 07.6 | | 1.10<br>2.5 | | | | | | |
| 07.7 | | 1.10<br>2.5 | | | | | | |
| 07.8 | | 1.10<br>2.5 | | | | | | |
| 07.9 | | 1.10<br>2.5 | | | | | | |
| 07.10 | | 1.10<br>2.5 | | | | | | |
| 07.11 | | 1.10<br>2.5 | | | | | | |
| 07.12 | | 1.10<br>2.5 | | | | | | |
| 07.13 | | 1.10<br>2.5 | | | | | | |
| 08.1 | | 1.10<br>2.5 | | | | | | |
| 08.2 | | 1.10<br>2.5 | | | | | | |
| 08.3 | | 1.10<br>2.5 | | | | | | |
| 08.4 | | 1.10<br>2.5 | | | | | | |
| 08.5 | | 1.10<br>2.5 | | | | | | |
| 08.6 | | 1.10<br>2.5 | | | | | | |
| 08.7 | | 1.10<br>2.5 | | | | | | |
| 08.8 | | 1.10<br>2.5 | | | | | | |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 08.9 | | 1.10<br>2.5 | | | | | | |
| 09.1 | | 1.10<br>2.5 | | | | | | |
| 09.2 | | 1.10<br>2.5 | | | | | | |
| 09.3 | | 1.10<br>2.5 | | | | | | |
| 09.4 | | 1.10<br>2.5 | | | | | | |
| 09.5 | | 1.10<br>2.5 | | | | | | |
| 09.6 | | 1.10<br>2.5 | | | | | | |
| 09.7 | | 1.10<br>2.5 | | | | | | |
| 09.8 | | 1.10<br>2.5 | | | | | | |
| 09.9 | | 1.10<br>2.5 | | | | | | |
| 09.10 | | 1.10<br>2.5 | | | | | | |
| 09.11 | | 1.10<br>2.5 | | | | | | |
| 09.12 | | 1.10<br>2.5 | | | | | | |
| 09.13 | | 1.10<br>2.5 | | | | | | |
| 09.14 | | 1.10<br>2.5 | | | | | | |
| 10.1 | | 2.5<br>4.7 | | | | | | |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 10.2 | SC.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 10.3 | SC.1 | 1.10<br>2.1<br>2.5 | | | SC / III.B / 9-12 / 1 / a | | | |
| 10.4 | SC.1 | 1.8<br>1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 10.5 | SC.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 10.6 | SC.1 | 1.10<br>2.6 | | | SC / III.C / 9-12 / 3 / a | | | |
| 10.7 | | 1.10<br>2.5 | | | | | | |
| 10.8 | | 1.10<br>2.5 | | | | | | |
| 10.9 | | 1.10<br>2.5 | | | | | | |
| 10.10 | | 1.10<br>2.5 | | | | | | |
| 10.11 | | 1.10<br>2.5 | | | | | | |
| 10.12 | | 1.10<br>2.5 | | | | | | |
| 10.13 | | 1.10<br>2.5 | | | | | | |
| 10.14 | | 1.10<br>2.5 | | | | | | |
| 10.15 | | 1.10<br>2.5 | | | | | | |
| 10.16 | | 1.10<br>2.5 | | | | | | |
| 10.17 | | 1.10<br>2.5 | | | | | | |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 10.18 | | 1.10<br>2.5 | | | | | | |
| 10.19 | | 1.10<br>2.5 | | | | | | |
| 10.20 | | 3.1<br>3.2<br>3.3<br>3.4 | | | | | | |
| 10.21 | | 1.10 | | | | | | |
| 11.1 | | 2.5<br>4.7 | | | | | | |
| 11.2 | SC.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 11.3 | SC.1 | 1.10<br>2.1<br>2.5 | | | SC / III.B / 9-12 / 1 / a | | | |
| 11.4 | SC.1 | 1.8<br>1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 11.5 | SC.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 11.6 | SC.1 | 1.10<br>2.6 | | | SC / III.C / 9-12 / 3 / a | | | |
| 11.7 | | 1.10<br>2.5 | | | | | | |
| 11.8 | | 1.10<br>2.5 | | | | | | |
| 11.9 | | 1.10<br>2.5 | | | | | | |
| 11.10 | | 1.10<br>2.5 | | | | | | |
| 11.11 | | 3.1<br>3.2<br>3.3 | | | | | | |

1173

KEY: ' = may use all 'to do' statements    # = same Frameworks as previous competency
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1174_

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.4 | | | | | | |
| 11.12 | | 1.10 | | | | | | |
| 12.1 | | 2.5<br>4.7 | | | | | | |
| 12.2 | SC.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 12.3 | SC.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 12.4 | SC.1 | 1.10<br>2.1<br>2.5 | | | SC / III.B / 9-12 / 1 / a | | | |
| 12.5 | SC.1 | 1.10<br>2.6 | | | SC / III.C / 9-12 / 3 / a | | | |
| 12.6 | SC.1 | 1.8<br>1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 12.7 | | 1.10<br>2.6 | | | | | | |
| 12.8 | SC.1 | 1.10<br>2.6 | | | SC / III.C / 9-12 / 3 / a | | | |
| 12.9 | | 1.10<br>2.5 | | | | | | |
| 12.10 | | 1.10<br>2.5 | | | | | | |
| 12.11 | | 1.10<br>2.5 | | | | | | |
| 12.12 | | 1.10<br>2.5 | | | | | | |
| 12.13 | | 1.10<br>2.5 | | | | | | |
| 12.14 | | 1.10<br>2.5 | | | | | | |
| 12.15 | | 1.10<br>2.5 | | | | | | |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 12.16 | | 1.10<br>2.5 | | | | | | |
| 12.17 | | 1.10<br>2.5 | | | | | | |
| 12.18 | | 1.10<br>2.5 | | | | | | |
| 12.19 | | 1.10<br>2.5 | | | | | | |
| 12.20 | | 1.10<br>2.5 | | | | | | |
| 12.21 | | 1.10<br>2.5 | | | | | | |
| 12.22 | | 3.1<br>3.2<br>3.3<br>3.4 | | | | | | |
| 12.23 | | 1.10 | | | | | | |
| 13.1 | | 2.5<br>4.7 | | | | | | |
| 13.2 | SC.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 13.3 | SC.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 13.4 | | 1.10<br>2.5 | | | | | | |
| 13.5 | | 1.10<br>2.5 | | | | | | |
| 13.6 | | 1.10<br>2.5 | | | | | | |
| 13.7 | | 1.10<br>2.5 | | | | | | |
| 13.8 | | 1.10<br>2.5 | | | | | | |

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# *Welding*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| 13.9 | | 1.10<br>2.5 | | | | | | |
| 14.1 | | 2.5<br>4.7 | | | | | | |
| 14.2 | SC.1 | 1.10 | | | SC / III.A / 9-12 / 1 / a | | | |
| 14.3 | SC.1 | 1.10<br>2.5 | | | SC / III.B / 9-12 / 2 / a | | | |
| 14.4 | SC.1 | 1.10<br>2.5 | | | SC / III.B / 9-12 / 2 / a | | | |
| 14.5 | | 1.10 | | | | | | |
| 14.6 | SC.1 | 1.10<br>2.5<br>4.1 | | | SC / III.A / 9-12 / 1 / a | | | |
| 14.7 | SC.1 | 1.10<br>3.5 | | | SC / III.B / 9-12 / 2 / a | | | |
| 15.1 | | 2.5<br>4.7 | | | | | | |
| 15.2 | SC.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 15.3 | SC.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 15.4 | SC.1 | 1.10 | | | SC / III.C / 9-12 / 2 / a | | | |
| 15.5 | | 1.10<br>2.5 | | | | | | |
| 16.1 | CA.3 | 1.10<br>3.5<br>4.1 | | | | | | |
| 16.2 | CA.3 | 1.10<br>3.5<br>4.1 | | | | | | |
| 16.3 | CA.3 | 1.10<br>3.1<br>3.2 | | | | | | |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 3.3<br>3.4<br>3.5<br>4.1 | | | | | | |
| 17.1 | CA.3 | 1.10<br>2.5 | | | | | | |
| 17.2 | CA.3 | 1.10<br>2.5 | | | | | | |
| 17.3 | CA.3 | 1.10<br>3.1<br>3.2<br>3.3<br>3.4<br>3.5<br>4.1 | | | | | | |
| 18.1 | CA.3 | 1.10<br>2.5 | | | | | | |
| 18.2 | CA.3 | 1.10<br>2.5 | | | | | | |
| 18.3 | CA.3 | 1.10<br>3.5<br>4.1 | | | | | | |
| 18.4 | CA.3 | 1.10<br>3.1<br>3.2<br>3.3<br>3.4<br>3.5<br>4.1 | | | | | | |
| 19.1 | CA.1<br>CA.3 | 4.2<br>4.3 | | CA / L. / 9-12 / 1 / b | | | | |
| 19.2 | | 4.4<br>4.5 | | | | | | |

**KEY:** * = may use all 'to do' statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) | Math | Communication Arts | Science | Social Studies | Health / Physical Education | Fine Arts |
|---|---|---|---|---|---|---|---|---|
| | | 4.6 | | | | | | |
| 19.3 | CA.5 | 4.3<br>4.4 | | CA / L. / 9-12 / 4 / a | | | | |
| 19.4 | CA.1 | 2.1<br>2.2<br>2.3<br>2.7 | | | | | | |
| 19.5 | | 2.3<br>4.4 | | | | | | |
| 19.6 | CA.1 | 2.1 | | CA / L. / 9-12 / 1 / b | | | | |
| 19.7 | | 4.4 | | | | | | |
| 19.8 | | 4.3 | | | | | | |
| 19.9 | | 2.6<br>4.8 | | | | | | |
| 19.10 | CA.6 | 4.6 | | | | | | |

**KEY:**
' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| | |
|---|---|
| **Title:** | **Refrigerant Principles and Practices** |
| **Competency Profile:** | Air Conditioning, Heating and Refrigeration (1997) |
| **Instructor(s) name:** | Del Winston |
| **Grade level:** | 11/12/Adult |
| **Teaching time frame:** | 2 days |
| **Rationale:** | Student will be able to reclaim, recycle and store various types of new/used refrigerants (CFCs, HCFCs and HFCs) and observe EPA Rule 608 for refrigerants (CFC, HCFC and HFC). |
| **Unit description:** | Understand the EPA Law 608 regarding refrigerants and operation of various types of recovery equipment. Observe safety rules pertaining to safe refrigerant handling. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| 2.7 Recover refrigerants. | *Science*<br>**SC/VIII.A/9-12/3/a, b**<br>Increased demand for natural resources requires global cooperation and long-term planning to ensure the resource needs of successive generations will be met.<br>Compare the use of natural resources in developing countries to the use in industrialized nations.<br>Discuss how technology has provided a more efficient use of resources and extended their availability.<br>**SC/VIII.B/9-12/1/a**<br>Ecosystems are interconnected by biological, chemical, and physical processes so that changes in one ecosystem can have local or global consequences.<br>Observe and identify biological, chemical, or physical processes of one ecosystem that affect other ecosystems. | *Health Education/Physical Education*<br>**HP/III.D/9-12/1/a, b**<br>Preservation of a healthy environment includes individual responsibility, societal commitment, government regulations and health advocacy for the monitoring, reporting and prevention of potential environmental hazards.<br>Examine ways that individuals, communities, and state and federal government cooperate to promote environmental health.<br>Apply aesthetic consideration when addressing environmental health issues.<br>**HP/III.D/9-12/2/a**<br>Destruction of the ozone layer and global warming affect the health of individuals on a worldwide scale.<br>Assess environmental risks in their community and in the workplace.<br>Compare present environmental problems to the past and propose ways to reduce environmental health problems in the future. |

**Instructional activity name:** Refrigeration Principles and Practices (Reclamation)
**Description:** Student will recover refrigerant (CFC-12) from a refrigeration training unit. Student will use an OZ recovery system and a DOT-approved cylinder, observing safety rules pertaining to safe refrigerant handling.
**Materials/resources required:** OZ recovery system, refrigeration manifold gauge set, DOT-approved refrigerant recovery bottle, rag, training unit with R-12 refrigerant, safety glasses, refrigeration wrench

**Specific directions for organizing and conducting activity:**

1. Attach refrigeration gauge set to training unit's service valves.
***2. Reading manufacturer's instructions, connect recovery system to gauge set.
3. Using refrigeration wrench, "crack" the service valves.
**4. "Purge" refrigerant gauge set hoses, observing "de-minimus" purge rules.
**5. Start recovery unit and "pre-chill" recovery cylinder.
**6. Open valves on recovery system, gauges, and recovery bottle and recover liquid.
**7. After recovering liquid, switch to vapor.
**8. Recover system to EPA Specification 608.
9. Turn off recovery system.
10. Close all valves on refrigerant bottle, gauges, and recovery system.
11. Back seat service valves on training unit.
**12. Purge all hoses of residual refrigerant.
13. Remove all hoses.
14. Inspect area.
15. Return tools to tool room.

**Key**:
* HP/III.D/9-12/1/a, b
** HP/III.D/9-12/2a
*** CA/III/9-12/1/a, d, h, j

**Assessment procedures/criteria:**
Obtaining proper tools and equipment
Performance checklist with 100% correct
Written assessment with 80% accuracy

At later date, student will pass EPA certification test.

**Title:** **Refrigeration Principles and Practices**
**Competency Profile:** Air Conditioning, Heating and Refrigeration (1997)
**Instructor(s) name:** Del Winston
**Grade level:** 11/12/adult
**Teaching time frame:** 4-5 days, report assigned 7-10 days later

**Rationale:** Student will be able to discuss history of the HVAC/R industry, identify the basic components of a refrigeration system and be able to assemble a basic refrigeration system.

**Unit description:** Understand the theory, history, and cycle of refrigeration.

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| 2.1. Explain principles of refrigeration.<br>3.1. Identify different types of tubing and fittings.<br>3.2. Perform copper tubing operations, including cutting, flaring, soldering, brazing, bending, swaging, etc. | *Mathematics*<br>**MA/IV/9-12/2/c**<br>Mathematics is used in other subject areas.<br>Relate and describe the connections within topics of mathematics and other disciplines.<br>**MA/IV/9-12/3/d**<br>Mathematics is used in the real world.<br>Investigate and determine the importance of mathematics in their lives, future careers, and our ever-changing global society. | *Social Studies*<br>**SS/II.C/9-12/3/a, b, c**<br>How have new technologies in such areas as communication, transportation, industrial production, and agriculture contributed to social change and given rise to new issues?<br>Develop questions and ideas to initiate and refine historical research.<br>Conduct research to answer questions, make comparisons, and discover and evaluate patterns and cause-effect relationships.<br>Use technological tools and other resources to locate, select, and organize information of relevance for historical inquiry.<br>**SS/III.C/9-12/1/c, d**<br>What is the chronological sequence of events we are studying? How do the events relate to one another?<br>Use technological tools and other resources to locate, select, and organize information that is relevant to the research, seeking different perspectives on the same event.<br>Comprehend and interpret primary and secondary historical sources, identifying perspectives and comparing different accounts of the same event. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| | | **SS/III.C/9-12/1/n**<br>Identify tasks that require a coordinated effort and work with others to complete those tasks.<br>**SS/III.C/9-12/6/l**<br>How have individuals influenced events of their times?<br>Apply historical knowledge and chronological thinking skills to different contexts. (Chronological thinking skills include establishing the temporal order of events, the measurement and calculation of calendar time, and the interpretation of time lines.) |

**Instructional activity name:** Refrigeration Principles and Practices
**Description:** Assemble a basic mechanical (functioning) refrigeration system and work in a safe manner.
**Materials/resources required:** Tubing of various sizes, tubing cutter, reamer, oil can, flaring tool, flaring block, oxyacetylene torch, training unit, compressor, condenser, evaporator, metering device, rag, safety glasses, sand cloth, flux, "o" brazing rod, soap, and water

**Specific directions for organizing and conducting activity:**
*1. Select proper sized tubing needed to assemble training units. (MA/IV/9-12/2/c)
*2. Measure proper sized tubing to proper lengths to assemble training units.
**3. Using tubing tools, cut measured tubing.
**4. Prepare tubing for flaring/swaging and soldering.
**5. Assemble all flared and swaged joints.
**6. Tighten all flared fittings.
**7. Braze all necessary fittings using oxyacetylene torch, a 0% brazing rod and flux.
**8. Wash and clean brazed joints.
**9. Using proper procedures, shut down torch.
**10. Inspect all work.
11. Clean up work area and return tools to tool room.
**12. Complete a written report (due six school days from today).

Key:
* MA/IV/9-12/2/c and MA/IV/9-12/3/d
** SS/III.C/9-12/1/c, d, n and SC/II.C/9-12/3/c and SS/II.B/9-12/2/c, e

**Assessment procedures/criteria:**
Demonstrate obtaining correct sized tubing, fittings, torches, brazing material and equipment.
Assemble a leak-proof (100% sealed) system to be leak-tested to assess competency 2.5.
Student will also pass a written test with 80% accuracy. Student will write a two-page, double-spaced report on basic mechanical refrigeration.

| | |
|---|---|
| **Unit Title:** | **Frame-Body and Unibody Construction and Repair (Module 7)** |
| **Competency Profile:** | Auto Collision Technology (1995) |
| **Instructor(s) name:** | Harold Harden |
| **Grade level:** | 11-12 |
| **Teaching time frame:** | 3 hours in the classroom, 2-3 class periods in the shop as needed |
| **Rationale:** | The student will perform alignment of rear and front wheels according to published specifications. |
| **Unit description:** | Steering and suspension systems |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| W8. Perform four-wheel alignment. | *Mathematics*<br>**MA/II/9-12/1/b**<br>The language of mathematics may be used through reading, writing, listening, and speaking.<br>Interpret generalizations discovered through investigations to formulate, revise, and adjust mathematical definitions.<br>**MA/IV/9-12/1/c**<br>Problems may be looked at in more than one way.<br>Relate and describe the connections within topics of mathematics and other disciplines.<br>**MA/V/9-12/2/c**<br>Numbers and their relationships can be represented in multiple forms.<br>Analyze and describe relationships and the resulting effects between changes in an independent variable and a dependent variable. | *Science*<br>**SC/I.A/9-12/1/a**<br>Investigations may involve mathematical procedures to interpret observations, make predictions, describe sets of data, and determine the validity and significance of experimental results.<br>Analyze experimental data to determine patterns, relationships, perspectives, and credibility; use computer spreadsheets, graphing, and database programs to assist in quantitative analysis; and consider the possible effects of measurement errors on calculations. |
| | *Fine Arts*<br>**FA/IV.D/9-12/1/b**<br>Know how to employ two- and three-dimensional processes at a more sophisticated level.<br>Successfully demonstrate a variety of two-dimensional art techniques. | |

**Instructional activity name:** Perform four-wheel alignment
**Description:** Student will perform four-wheel alignment to published specifications.
**Materials/resources required:** IML *Auto Collision,* Module 7 Student Reference; I-Car textbook; I-Car study guide "Steering and Suspension;" I-Car video "Steering and Suspension," Unit 4; two 24" cardboard circles painted like a wheel and tire; protractor gauge; toe gauge; Hunter four-wheel alignment system; and complete strut

**Specific directions for organizing and conducting activity:**

1. Assign IML unit for student reading.
2. Lecture on IML lesson plan.
3. Lecture on I-Car curriculum and use cardboard wheels, protractor, toe gauges and strut to demonstrate alignment angles.
4. Show I-Car video.
5. Assign students to vehicles to perform actual alignments.

**Assessment procedures/criteria:**
Test and worksheet in IML's *Auto Collision,* Module 7, Unit 1; I-Car Test "Steering and Suspension"

|  |  |
|---|---|
| **Unit Title:** | **Suspension and Steering System** |
| **Competency Profile:** | Auto Mechanics (1994) |
| **Instructor(s) name:** | Robin Ferguson |
| **Grade level:** | 11-12 and adult |
| **Teaching time frame:** | 2 class periods (6 hours) |
| **Rationale:** | Upon completion of this lesson, the student should be able to diagnose steering and suspension alignment problems, determine correct alignment angles using service manual and electric information system, communicate with customers and write repair orders, and perform repairs and adjustments using clean, orderly, and safe work habits. |
| **Unit description:** | Suspension and steering systems |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| U2. Set correct alignment angles of front wheels.<br>U3. Set correct camber and toe on rear wheels. | *Mathematics*<br>**MA/I/9-12/4/d**<br>Mathematical problem-solving strategies can apply to all disciplines and real-world problems.<br>Apply the process of mathematical modeling to real-world problem situations.<br>**MA/II/9-12/2/d**<br>Mathematical ideas may be represented with visual models.<br>Plan and create effective verbal and non-verbal forms of communicating mathematics for a variety of purposes and audiences.<br>**MA/VI/9-12/2/d**<br>Properties and relationships of two- and three-dimensional shapes.<br>Deduce properties of, and relationships between, figures from given assumptions. | *Science*<br>**SC/I.A/9-12/4/a**<br>Technological tools and techniques extend human capabilities to perform investigations in more detail and with greater accuracy and precision.<br>Apply technological knowledge and skills to analyze and troubleshoot common mechanical and electrical systems, checking for possible causes of malfunction, and formulate and test logical and creative improvements that prevent future malfunctions.<br>**SC/IV.B/9-12/2/a**<br>The action of all forces can be explained by Newton's Laws of Motion that are used to predict changes in linear and/or rotational motion.<br>Evaluate information to describe how Newton's Laws of Motion are used to describe moving objects. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
|  | ***Health Education/Physical Education***<br>**HP/I.A/9-12/2/a**<br>The use of the scientific method and problem-solving helps individuals to examine system functions and disease formation.<br>Recognize actual problems related to healthy system functioning encountered in daily living situations, e.g., stress, inactivity, high-fat diet, etc. Using appropriate technology and other resources, formulate logical and creative strategies to predict, prevent and solve health problems. | ***Communication Arts***<br>**CA/I/9-12/2/c, d**<br>Locate and gather information and ideas.<br>Conduct searches using a variety of technologies and resources.<br>Select applicable primary and secondary resources from print and nonprint materials.<br>**CA/II/9-12/5/e**<br>Participate in formal and informal presentations and discussions.<br>Exchange information and ideas using technology. |

**Instructional activity name:** Classroom Shop Activities
**Description:** Set correct alignment angles of front and rear wheels
**Materials/resources required:** IML *Auto Mechanics* Module 5, Suspension and Steering System

**Specific directions for organizing and conducting activity:**

1. The student will use communications skills to determine customer's view of vehicle problem.
2. The student should use the proper equipment and tools to determine alignment problems. (requires the use of mathematics and scientific information/techniques)
3. The student may use art skills (by making drawings or models) to better communicate findings to the customer.
4. The student should locate the proper vehicle alignment specifications and repair procedures using service manuals.
5. The student will write a repair order (communication skills) and estimate the time and cost of repairs (math skills).
6. The student should perform the repairs/adjustment following Environmental Protection Agency and OSHA regulations (social studies) while practicing work habits that will avoid health or physical risks to self or others.

**Assessment procedures/criteria:**
The student should perform each of the activities and demonstrate a level of knowledge and skills equal to 80%.

**Unit Title:** **Orientation to Building Maintenance**
**Competency Profile:** Building Maintenance (1989)
**Instructor(s) name:** Garry Sloan
**Grade level:** 9-11
**Teaching time frame:** 4-5 days

**Rationale:** To identify building maintenance occupations and related fields, the following skills will be emphasized:
(CA) Research and present written and oral reports using correct grammar, punctuation, spelling, and capitalization.
(MA) Calculate salary and advancement opportunities.

**Unit description:** Introduction to Building Maintenance Occupations

| **Competencies (Tasks)** | **Frameworks (To Know and To Do)** |
|---|---|
| A1. Identify building maintenance occupations and related fields. | ***Communication Arts***<br>**CA/I/9-12/2/c, d**<br>Locate and gather information and ideas.<br>Conduct searches using a variety of technologies and resources.<br>Select applicable primary and secondary resources from print and nonprint materials.<br>**CA/I/9-12/3/f**<br>Process, organize and evaluate information and ideas.<br>Draw conclusions and form opinions based on data collected.<br>**CA/I/9-12/6/c**<br>Apply information, ideas, processes and skills learned in the study of communication arts to new situations and tasks.<br>Provide support for observations and opinions.<br>**CA/II/9-12/5/a-d**<br>Participate in informal presentations and discussions.<br>Speak expressively, adjusting tone and style of speech to audience and purpose.<br>Demonstrate effective listening by making relevant comments.<br>Respond appropriately to others' points of view.<br>Summarize or paraphrase the main points of the discussion. |

**Instructional activity name:** Identify Building Maintenance Occupations
**Description:** Define building maintenance; list related occupations, physical requirements, relationship to other industries, earning potential, and advancement opportunities.
**Materials/resources required:** Texts (instructor's choice), salary reports (various publications), job descriptions (*Dictionary of Occupational Titles* and other publications), local employees, handouts (developed by involved instructors)

**Specific directions for organizing and conducting activity:**

1. Coordinate with all involved instructors.
   - Point in course when taught
   - Instructor presentation time frame
   - Student completion time frame
   - Coordinate with job fair, if possible.
   - Host job fair, if possible. Students can coordinate their own job fair.
2. All instructors
   - Assign text and materials.
   - Distribute handouts.
   - Give lectures/allow discussion/assign due date.
   - Provide possible research options (publications, job fairs, local employers, etc.).
3. Share student product with all involved instructors.
   - Schedule assessment (each instructor to do as described in assessment procedures).
   - Record outcome/task completion level.

**Assessment procedures/criteria:**
Vocational instructor will evaluate student product (finish work, time line, etc.).
Communication arts instructor will evaluate grammar, structure, punctuation, etc.
Math instructor will evaluate calculations, accuracy, use of principles, etc.

|  |  |
|---|---|
| **Unit Title:** | **Preparing the Building Site** |
| **Competency Profile:** | Carpentry (1997) |
| **Instructor(s) name:** | Stan Moore |
| **Grade level:** | 11-12 |
| **Teaching time frame:** | 5 days |

**Rationale:** Before actual construction may begin, preliminary planning and preparation has to be done. Without accurate and thorough preparation many problems may occur that will slow down actual construction or may even stop it completely.

**Unit description:** This unit covers locating a building on the building site, squaring the building up, and determining the amount of excavation needed.

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| 3.1. Establish level/grade using appropriate instrumentation.<br>3.2. Lay out building.<br>3.3. Identify resources for utility locate. | *Mathematics*<br>**MA/I/9-12/1-4/d**<br>Problem-solving strategies such as organizing data, drawing a picture, looking for a pattern, modeling, researching, and algebraic strategies.<br>Computational strategies for the set of real numbers.<br>Models, calculators, computers, charts, graphs, etc., may be used as problem-solving tools.<br>Mathematical problem-solving strategies can apply to all disciplines and real-world problems.<br>Apply the process of mathematical modeling to real-world problem situations.<br>**MA/III/9-12/1-5/a, c, d**<br>Information may be organized in a variety of forms to look for patterns and relationships.<br>Results must be justified.<br>Geometric and number properties.<br>The process of inductive reasoning.<br>The process of deductive reasoning.<br>Make and test conjectures.<br>Follow the mathematical reasoning of others and determine validity.<br>Apply inductive and deductive reasoning. | *Social Studies*<br>**SS/IV.E/9-12/3-5/g-i**<br>How should we analyze and evaluate issues that involve public regulation of private property or shifts in the ownership of land from public to private or private to public?<br>How should individuals use geographic knowledge, skills, and perspectives in solving problems, making decisions, planning for the future, and evaluating public policy decisions?<br>What happens to the public welfare when individuals, economic enterprises, and governments make decisions without considering their geographic implications?<br>Apply geographic knowledge and skills to everyday life.<br>Plan and create effective communications using a variety of methods, forms, and technologies, anticipating the impact on the audience and presenting ideas and opinions in an organized, convincing way.<br>Exchange information, questions, and ideas in discussions, recognizing the perspectives of others. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
|  | **MA/IV/9-12/3/c**<br>Mathematics is used in the real world.<br>Relate and describe the connections within topics of mathematics and other disciplines.<br>**MA/V/9-12/1, 3/a, c**<br>Addition, subtraction, multiplication, and division with real numbers.<br>The appropriate use of technology.<br>Develop, analyze, and explain procedures used for representing and analyzing relationships in tables, verbal rules, equations, and graphs.<br>Analyze and describe relationships and the resulting effects between changes in an independent variable and a dependent variable.<br>**MA/VI/9-12/1-3/b, d, f**<br>Structures of geometric and measurement systems.<br>Properties and relationships of two- and three-dimensional shapes.<br>Geometric shapes can be used to describe the real world.<br>Represent and solve problem situations with geometric models and apply properties of figures.<br>Deduce properties of, and relationships between, figures from given assumptions.<br>Deduce properties of figures using transformations and coordinates. | **SS/IV.E/9-12/3-5/j, k, m**<br>Identify and define current and potential problems and issues concerning people's use of the biosphere; propose alternative solutions, project probable consequences of the alternatives, consider and assess different viewpoints, and evaluate costs and benefits of the alternatives in the light of democratic ideals and aesthetic, practical, and ethical criteria.<br>Explain the reasoning and identify the information that may be used to support a decision.<br>Analyze the duties and responsibilities of individuals in society, and evaluate how individuals in a variety of roles affect their communities and environments. |

**Instructional activity name:** Locating and squaring a building on a site

**Description:** At the end of this activity, the student will be able to (1) obtain information from local building codes and zoning ordinances to make sure the building is within the restrictions, (2) relate the purpose of the codes, (3) set up a transit and take grade shots, (4) compute the difference between elevations, and (5) use the Pythagorean theorem to square the building up.

**Materials/resources required:** 2 - 100' tapes, builder's level, plot plan, steel stakes, copy of local building codes and zoning ordinances, sledge hammer

**Specific directions for organizing and conducting activity:**

1. Research to find the purpose or need for a community to have building codes and zoning ordinances. (SS)
2. From local codes and ordinances, locate and record minimum set back distances for houses from property lines. (SS)
3. Read from a plot plan the distance from property lines the house is to be located to verify that it is within the code. (MA)
4. Either stake out a lot in an open area or use an existing lot (ideally actual lot that building trades program will build the actual house shown on the plot plan.
5. Measure and locate the corner of the house on the lot with a stake. (MA)
6. Use the Pythagorean theorem to square the building up (demonstrate the 3-4-5 method). Using a calculator, calculate the diagonals of the building. Locate remaining corners with stakes. (MA)
7. Set up the builder's level and take grade shots of all corners of the building. (MA)
8. Calculate the difference in elevation of all corners. (MA)
9. Estimate the cubic yards of earth that will have to be excavated to level the site for the foundation. (MA)

**Assessment procedures/criteria:**

1. Write a short paper explaining the purpose of building codes and zoning ordinances.
2. Check the accuracy of the transit set up and the reading of the grade sheet.
3. Give several house sizes and have students calculate the diagonals.
4. Give students a plan of a small house and have them stake it out to check dimensions and squareness.
5. Give students the elevations of an actual staked out house and have them calculate the cubic yards that need excavating.

**Unit Title:** **Communication**
**Competency Profile:** Commercial Art (1990)
**Instructor(s) name:** Jim Scott and Tom Benke
**Grade level:** 11-12
**Teaching time frame:** 2 weeks

**Rationale:** Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

**Unit description:** The student will learn to produce camera-ready art for in-school publication.

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| G1. Identify planning methods.<br>G3. Produce overlay art.<br>G5. Produce pasteup with type/photos.<br>G7. Produce printer specs.<br>G8. Crop and scale photos. | *Mathematics*<br>**MA/I/9-12/1/b**<br>Problem-solving strategies such as organizing data, drawing a picture, looking for a pattern, modeling, researching, and algebraic strategies.<br>Recognize and formulate problems from situations within and outside mathematics.<br>**MA/VI/9-12/2/c**<br>Properties and relationships of two- and three-dimensional shapes.<br>Classify figures in terms of congruence and similarity and apply these relationships. | *Social Studies*<br>**SS/IV.E/9-12/1/b**<br>How have private and public decisions had long-term, far-reaching geographic effects (on resources, ecosystems, trade, etc.), sometimes giving rise to issues and controversies? How should such issues be analyzed and addressed?<br>Conduct research including *field inquiries* involving interviews or surveys to answer questions, discover patterns and relationships, and evaluate information and ideas. |
|  | *Communication Arts*<br>**CA/IV/9-12/3/a, b**<br>Make informed decisions regarding communications.<br>Analyze appropriateness of communications for various audiences and purposes.<br>Create accurate and aesthetically pleasing communications. |  |

**Instructional activity name:** Students will create a newspaper/publication.
**Description:** Students will gather information from various sources (e.g., social studies/English classes) and use professional layout techniques to create an in-school publication.
**Materials/resources required:** Proportion wheel, technical pens, paper, specifications, T-square, triangles, and various manuscripts/articles

**Specific directions for organizing and conducting activity:**
Students will organize materials in a manner that will allow them to produce the necessary camera-ready art for preparation by the vocational print shop.

**Assessment procedures/criteria:** Students will be assessed on the organization of materials and production of the camera-ready art.

**Title:** **Salon Management**
**Competency Profile:** Cosmetology (1989)
**Instructor(s) name:** Pat See and Linda Siess
**Grade level:** 11-12 and adult
**Teaching time frame:** 2 weeks

**Rationale:** Students will demonstrate advertising forms through communication and fine arts abilities by gathering ideas, information, and skills.

**Unit description:** Students will prepare and design an advertising campaign using multipurpose media.

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| f3. Demonstrate methods of advertising a salon.<br>f7. Demonstrate how to sell services and products. | ***Communication Arts***<br>**CA/I/9-12/2/a**<br>Locate and gather information and ideas.<br>Plan and design methods to collect reliable data for particular purposes and audiences.<br>**CA/I/9-12/3/b, d, f**<br>Process, organize, and evaluate information and ideas.<br>Select useful ways to organize materials.<br>Evaluate materials for faulty reasoning, biases and propaganda.<br>Draw conclusions and form opinions based on data collected. | ***Fine Arts***<br>**FA/IV.D/9-12/3/a**<br>Know how to employ a wide range of subject matter, symbols, and meaningful images into their artwork.<br>Identify a variety of sources for ideas and demonstrate how these sources help produce new ideas.<br>**FA/IV.D/9-12/4/b**<br>Know how the visual arts can be used to reflect their feelings and ideas.<br>Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity so that their intentions are carried out in their artworks.<br>**FA/IV.D/9-12/6/c**<br>Know the multifaceted interplay of different media, styles, and forms.<br>Effectively prepare artworks for display. |

**Instructional activity name:** Salon Management - Advertising
**Description:** Students will research newspapers, salons, radio stations, and print shops to create an ad layout using gathered ideas and materials.
**Materials/resources required:** Print shops, salons, newspaper

**Specific directions for organizing and conducting activity:**
Communications: Students will find examples of brochures, newspaper ads, and radio spots that present information in different ways. Students will visit salons to discuss successful media usage.

Fine Arts: Students will work with the graphic design and/or printing teacher on planning layouts. Students will also make a poster advertisement.

**Assessment procedures/criteria** (poster):
Proper language and grammar
Layout form,
Design appeal

**Unit Title:** **Professionalism**
**Competency Profile:** Culinary Arts (1989)
**Instructor(s) name:** Teresa Stark and Paul Santaularia
**Grade level:** 9-12
**Teaching time frame:** 1-2 weeks

**Rationale:** Demonstrate knowledge of the history of culinary arts.

**Unit description:** Overview of the culinary arts; principles, theory, and work ethic needed to be employable

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| B1. Demonstrate knowledge of the history of culinary arts. | *Communication Arts*<br>**CA/I/9-12/1/a-d**<br>Read, view, listen to, and evaluate written, visual, and oral communications.<br>Analyze and evaluate literary devices and techniques.<br>Make connections to previously read or viewed material or to real situations.<br>Analyze the elements of fiction and nonfiction, including setting, plot, characters, theme, purpose, points of view, style, and tone.<br>Analyze and evaluate cause and effect of relationships in fiction and nonfiction. | *Fine Arts*<br>**FA/IV.A/9-12/2/a**<br>Know that throughout history, artists have made significant contributions to society.<br>Identify artists who have achieved regional, national, and international recognition; the roles they have played as well as the ways their works have influenced thinking.<br>**FA/IV.A/9-12/3**<br>Know a variety of ways in which historical and current issues are addressed in the world of art. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| | **CA/I/9-12/2/a, c, d, e**<br>Locate and gather information and ideas.<br>Plan and design methods to collect reliable data for particular purposes and audiences.<br>Conduct searches using a variety of technologies and resources.<br>Select applicable primary and secondary resources from print and nonprint materials.<br>Access community resources.<br>**CA/I/9-12/5/a-d**<br>Analyze and evaluate how language and communications influence and reflect the cultures or eras in which they are created.<br>Read, view, listen to and respond to literature, film, and other texts from diverse cultures and eras.<br>Determine relationships between literature and other communications and their historical and/or cultural contexts.<br>Analyze and draw conclusions about the addition/deletion of words to a language and the changes in the meanings of words over time.<br>Create communications that reflect cultural, historical or current perspectives on a topic/issue. | ***Science***<br>**SC/I.A/9-12/2/a**<br>Publication and presentation of scientific work with supporting evidence are required for critique, review, and validation by the scientific community. The presentation of such work adds to the body of scientific knowledge and serves as background for subsequent investigations in similar areas.<br>Present arguments based on scientific investigations which include detailed procedures, graphs and tables, and conclusions; participate in follow-up discussions by responding to alternative positions.<br>**SC/I.A/9-12/3/a**<br>Controlling all variables that might influence an experiment is important. Sometimes it is not possible, for practical or ethical reasons, to control some conditions, but a wide range of observations of natural occurrences can reveal patterns.<br>Make systematic observations (nonexperimental) of natural objects or events to discern patterns, formulate explanations, support a thesis, or make predictions.<br>**SC/I.B/9-12/1/a**<br>The testing, revising, and occasional discarding of theories leads to increasingly better understanding, but not to absolute truth. New ideas, therefore, usually grow slowly from contributions by many investigators.<br>Formulate questions for scientific investigations that indicate conceptual insights and a depth of understanding of the historical development of the idea or issue to be investigated. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
|  |  | **SC/II.A/9-12/1/a**<br>Social and economic forces, such as personal values, consumer acceptance, patent laws, the federal budget, current regulations, media attention, and economic competition strongly influence the direction of progress of science and technology. Progress in science and technology, on the other hand, often results in many ethical, legal, and public policy issues.<br>Discuss the scientific, technological, and political aspects of major challenges to society. Describe how each of these aspects influences public policy formulation in dealing with the challenges.<br>**SC/II.A/9-12/2/a**<br>Human beings have a huge impact on other species, their environments, and technology. These impacts include reducing the amount of habitat available, interfering with food sources, changing the temperature and chemical composition of their habitats, introducing foreign species, and altering organisms directly through selective breeding and genetic engineering.<br>Analyze and evaluate how specific technological solutions may impact the environment in areas such as habitat loss, disruption of the food web, and temperature and chemical changes. |

**Instructional activity name:** Cooking in a Different Era
**Description:** Students should show knowledge of various cooking styles, methods, and events that shape the way we cook today.
**Materials/resources required:** Encyclopedias, videos, culinary texts, computer (Internet), library

**Specific directions for organizing and conducting activity:**
Fine Arts--To include different types of cooking vessels used throughout history.
Science--Coordinate section on the evolution of cooking methods to include transfer of heat, metallurgy, refrigeration and transportation, and how the evolution relates to how food is prepared today.
Communications--Coordinate reading assignment/report to the development of Culinary Arts throughout history.

**Assessment procedures/criteria:**
Fine Arts--Display various types of cooking vessels used throughout history.
Science--Display different food preservation methods used throughout history to include smoking, curing, canning, refrigeration, cryovac, radiation.
Communications--Assess by completeness of explanation.

**Title:** **Student Salon**
**Competency Profile:** Electrical Trades (1989)
**Instructor(s) name:** Pat McKee
**Grade level:** 11-12
**Teaching time frame:** 1-2 weeks

**Rationale:** Students will demonstrate (within and across content areas of cosmetology, consumer education, and electrical trades) the ability to apply acquired information and skills to contexts, workers and consumers.

**Unit description:** Students will propose building and furnishing a salon by outlining facility needs, market potential, and electrical capacity (needs) involved in the overall process.

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| D2. Identify commercial wiring practices using the NEC as a reference. | *Communication Arts*<br>**CA/I/9-12/1/b**<br>Read, view, listen to, and evaluate written, visual, and oral communications.<br>Make connections to previously read or viewed material or to real situations. | *Social Studies*<br>**SS/II.A/9-12/4/m**<br>How do laws and government policies affect civil society, individuals, and groups?<br>Examine problems and proposed solutions from multiple perspectives. |

**Instructional activity name:** Commercial Entrance/Circuitry Codes
**Description:** Students will research local and NEC codes as they relate to commercial application in a salon and list area codes directly involved in this project.
**Materials/resources required:** Local zoning codes, local electrical codes, and National Electrical Codes (NEC).

**Specific directions for organizing and conducting activity:**
Electrical Trades--Students will research and apply electrical codes to proposed project by making oral/visual presentations in class. Reports and diagrams should be used. They should comply with NEC and OSHA codes.

Cosmetology--Students will determine physical (electrical) needs for a successful salon by referring to model shop requirements and by making on-site visits to local shops. Diagrams and visual layouts will be assessed. (State regulations should be used.)

Consumer education--Students will prepare a survey to determine needs and market potential for determining the community salon's location. Financial requirements could be an added area for learning.

**Assessment procedures/criteria:**
Written reports will be assessed for necessary content (by including the minimum number of details and codes).
Visual presentations will be evaluated for clarity, detail, and overall effectiveness.

**Title:** **Ohm's Law**
**Competency Profile:** Electronics (1996)
**Instructor(s) name:** Neil Preston
**Grade level:** 11-12
**Teaching time frame:** 2 days

**Rationale:** Ohm's Law is one of the fundamental concepts of all electrical devices and circuits used in electrical and electronic systems.

**Unit description:** From information available or given, the student will calculate or estimate the correct value of unknown quantities of voltage, current, resistance, or power.

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| 2.2. Apply Ohm's Law. | ***Mathematics***<br>**MA/I/9-12/1/a, b, c**<br>Problem-solving strategies such as organizing data, drawing a picture, looking for a pattern, modeling, researching, and algebraic strategies.<br>Use problem-solving strategies to investigate and understand mathematical content.<br>Recognize and formulate problems from situations within and outside mathematics.<br>Organize, develop, and apply integrated mathematical problem-solving strategies to solve problems within and outside mathematics.<br>**MA/I/9-12/2**<br>Computational strategies for the set of real numbers.<br>**MA/I/9-12/3/d**<br>Models, calculators, computers, charts, graphs, etc., may be used as problem-solving tools.<br>Apply the process of mathematical modeling to real-world problem situations. | ***Communication Arts***<br>**CA/I/9-12/1/b, d**<br>Read, view, listen to, and evaluate written, visual, and oral communications.<br>Make connections to previously read or viewed material or to real situations.<br>Analyze and evaluate cause and effect relationships in fiction and nonfiction.<br>**CA/I/9-12/2/c, d**<br>Locate and gather information and ideas.<br>Conduct searches using a variety of technologies and resources.<br>Select applicable primary and secondary resources from print and nonprint materials. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
|  | **MA/I/9-12/4/e**<br>Mathematical problem-solving strategies can apply to all disciplines and real-world problems.<br>Analyze, evaluate, and reflect upon the process(es) used in solving problems.<br>**MA/II/9-12/1/e**<br>The language of mathematics may be used through reading, writing, listening, and speaking.<br>Present mathematical ideals and logical justifications, both written and oral.<br>**MA/II/9-12/2**<br>Mathematical ideas may be represented with visual models.<br>**MA/II/9-12/3/h**<br>Mathematical symbols may be used to represent a variety of situations.<br>Read, write, and talk about mathematical ideas as they relate to real-life applications and multiple workplace situations.<br>**MA/III/9-12/1**<br>Information may be organized in a variety of forms to look for patterns and relationships.<br>**MA/III/9-12/2/a, b**<br>Results must be justified.<br>Make and test conjectures.<br>Defend the validity of their conclusions using mathematical strategies.<br>**MA/III/9-12/4-5/c, d**<br>The process of inductive reasoning.<br>The process of deductive reasoning.<br>Follow the mathematical reasoning of others and determine validity.<br>Apply inductive and deductive reasoning. | ***Science***<br>**SC/I.A/9-12/1**<br>Investigations may involve mathematical procedures to interpret observations, make predictions, describe sets of data, and determine the validity and significance of experimental results.<br>**SC/I.A/9-12/3**<br>Controlling all variables that might influence an experiment is important. Sometimes it is not possible, for practical or ethical reasons, to control some conditions, but a wide range of observations of natural occurrences can reveal patterns.<br>**SC/I.A/9-12/4**<br>Technological tools and techniques extend human capabilities to perform investigations in more detail and with greater accuracy and precision.<br>**SC/III.B/9-12/4**<br>Voltage and resistance affect the flow of electric current in a circuit.<br>**SC/IV.C/9-12/2**<br>The ratio of output work to input energy is the efficiency of a machine or process and is always less than 100%. Power is the rate at which work is done. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
|  | **MA/IV/9-12/1-3/a, b, c, d**<br>Problems may be looked at in more than one way.<br>Mathematics is used in other subject areas.<br>Mathematics is used in the real world.<br>Recognize and/or derive equivalent representations for a concept.<br>Analyze and relate procedures in multiple representations.<br>Relate and describe the connections within topics of mathematics and other disciplines.<br>Investigate and determine the importance of mathematics in their lives, future careers, and our ever-changing global society.<br>**MA/V/9-12/1-4/a, b, c**<br>Addition, subtraction, multiplication, and division with real numbers.<br>That numbers and their relationships can be represented in multiple forms.<br>The appropriate use of technology.<br>Data can be organized in many forms.<br>Develop, analyze, and explain procedures used for representing and analyzing relationships in tables, verbal rules, equations, and graphs.<br>Analyze the effects of parameter changes on the graphs of functions.<br>Analyze and describe relationships and the resulting effects between changes in an independent variable and a dependent variable. | **MA/VII/9-12/3, 4/a, i**<br>The process required to design and conduct a survey or experiment.<br>The process required to analyze and present data.<br>Interpret and summarize data from charts, tables, and graphs that appear in real-world situations.<br>Collect, plot, and interpret data, including that from a discrete probability distribution.<br>**MA/VIII/9-12/1, 2/b, c, d, i**<br>That mathematical patterns and relationships may be represented in various forms.<br>Mathematical symbols can be used to represent real-world situations.<br>Represent and analyze relationships using verbal rules, tables and graphs as tools to interpret expressions, equations and inequalities.<br>Translate among tabular, symbolic, and graphical representations of functions and model real-world phenomena with a variety of functions.<br>Represent situations that involve variable quantities with expressions, equations, and inequalities.<br>Analyze effects of parameter changes on the graphs of functions using a variety of technologies to gather data.<br>**MA/IX/9-12/2**<br>Procedures for calculator and/or computer use.<br>**MA/IX/9-12/3**<br>Basic algebraic procedures. |

**Instructional activity name:** Electrical Relationships
**Description:** Analyze and demonstrate the relationships between voltage, current, resistance, and power.
**Materials/resources required:**
Lab exercise: Multimeter(s), variable voltage source, resistors of various values, lamps
Science: Text references
Communications: Text references

**Specific directions for organizing and conducting activity:**
Math, science, communications, and electronics instructors meet to coordinate lesson plans and timetables.
Science teacher presents lesson concepts.
Math teacher presents problem solving and analysis.
Electronics class performs laboratory exercise(s).
Communications class reads, analyzes, discusses, and reports on conclusions.

**Assessment procedures/criteria:**
Students will demonstrate by examination an intuitive (how and why) understanding of the electrical relationships by explaining and predicting the behavior of electric circuits under varying conditions.

Students will demonstrate by examination the ability to solve problems, to quantitatively analyze the operation and action of electrical circuits.

Students will accurately demonstrate to the electronics instructor the operation and behavior of circuits by constructing and measuring circuit quantities and comparing to analysis and predictions.

Students will detail their observations and conclusions by preparing a laboratory report to be evaluated by the language arts instructor for language usage and the science and/or electronics instructor for accuracy.

**Title:** PLC Use in Industrial Electronics
**Competency Profile:** Electronics (1996)
**Instructor(s) name:** Ken Garthe
**Grade level:** 11-12
**Teaching time frame:** 3-4 weeks

**Rationale:** To gain knowledge of programmable controllers, which are widely used in industry.

**Unit description:** Build a float for a school parade; artwork and flashing lights are included.

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| 1.2. Identify electrical hazards.<br>1.3. Identify and practice shop safety, including eye protection and environmental hazards.<br>1.5. Demonstrate safe and proper use of hand tools.<br>2.1. Evaluate and test sources of DC and AC signals and power.<br>2.7. Evaluate and test magnetic and electromagnetic devices.<br>3.1. Identify safety hazards associated with power supplies. | *Fine Arts*<br>**FA/IV.A/9-12/1**<br>Know that a variety of cultural themes and artistic styles exist.<br>**FA/IV.B/9-12/2**<br>Know processes for evaluating final products in terms of media, methods, and choices.<br>**FA/IV.B/9-12/3/b**<br>Know how to communicate in various visual, oral, and written formats.<br>Apply subjects, symbols and ideas in their artworks and use the skills gained to solve problems in daily life. | *Communication Arts*<br>**CA/I/9-12/1/b, d**<br>Read, view, listen to, and evaluate written, visual, and oral communications.<br>Make connections to previously read or viewed material or to real situations.<br>Analyze and evaluate cause and effect relationships in fiction and nonfiction.<br>**CA/I/9-12/2/a, c, d**<br>Locate and gather information and ideas.<br>Plan and design methods to collect reliable data for particular purposes and audiences.<br>Conduct searches using a variety of technologies and resources.<br>Select applicable primary and secondary resources from print and nonprint materials.<br>**CA/I/9-12/3/e, f**<br>Process, organize and evaluate information and ideas.<br>Identify similarities, differences, repetition, and inaccuracies in data collected.<br>Draw conclusions and form opinions based on data collected. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| 3.2. Evaluate and test batteries.<br>7.2. Measure voltage, current and resistance using multimeters (VOM, EVM, DVM).<br>17.1. Create simple ladder logic diagrams/programs.<br>17.2. Install and configure programmable logic controllers. | ***Mathematics***<br>**MA/I/9-12/1**<br>Problem-solving strategies such as organizing data, drawing a picture, looking for a pattern, modeling, researching, and algebraic strategies.<br>**MA/I/9-12/2**<br>Computational strategies for the set of real numbers.<br>**MA/I/9-12/3**<br>Models, calculators, computers, charts, graphs, etc., may be used as problem-solving tools.<br>**MA/III/9-12/4**<br>The process of inductive reasoning.<br>**MA/III/9-12/5**<br>The process of deductive reasoning.<br>**MA/IV/9-12/3**<br>Mathematics is used in the real world.<br>**MA/VI/9-12/1**<br>Structures of geometric and measurement systems.<br>**MA/VI/9-12/2**<br>Properties and relationships of two- and three-dimensional shapes.<br>**MA/VI/9-12/3**<br>Geometric shapes can be used to describe the real world.<br>**MA/IX/9-12/2**<br>Procedures for calculator and/or computer use.<br>**MA/IX/9-12/4**<br>Geometric relationships. | |

**Instructional activity name:** Install and Configure PLC Program
**Description:** Plan, organize, and construct a float using the assistance of multiple disciplines (electronics, drafting, math, communication arts, fine arts, carpentry).
**Materials/resources required:** Programmable controller, lights, wiring, lumber, plywood, paint, flatbed truck or trailer.

**Specific directions for organizing and conducting activity:**
All departments participate in an organizational meeting to plan the float.
The art department determines which displays are involved.
The drafting and math departments lay out the displays and dimensions of the float.
The communication arts department writes and distributes plans to other departments.
The electronics department installs, wires, and configures all wiring.

**Assessment procedures/criteria:**
Math and drafting: Can all displays fit into the space provided using the requested dimensions?
Communication arts: Are written instructions clear and comprehensive?
Electronics: Does available power meet the requirements?

**Unit Title:** **Preparing Customer Layouts--Production Art**
**Competency Profile:** Graphic Communications/Printing (1997)
**Instructor(s) name:** Ken Conaway and Jim Scott
**Grade level:** 11-12
**Teaching time frame:** 1 week

**Rationale:** The student will apply the principles of ratio and proportion to the Printing and Graphic Communications industry to solve practical problems.

**Unit description:** Scaling with the proportion wheel

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| 3.1 Prepare a rough layout.<br>3.2 Indicate to layout person how photographs and headings are to be printed.<br>3.3 Indicate percentage of enlargement or reduction required on photos.<br>3.4 Indicate typefaces and point sizes to be used.<br>3.5 Make dummy layout of multi-page printed product for signature specifications.<br>3.6 Indicate crop marks for pictures.<br>3.7 Produce a comprehensive layout.<br>3.8 Revise layouts to customer specifications. | *Mathematics*<br>**MA/I/9-12/1/b**<br>Problem-solving strategies such as organizing data, drawing a picture, looking for a pattern, modeling, researching, and algebraic strategies.<br>Recognize and formulate problems from situations within and outside mathematics.<br>**MA/V/9-12/2/a**<br>Numbers and their relationships can be represented in multiple forms.<br>Develop, analyze, and explain procedures used for representing and analyzing relationships in tables, verbal rules, equations, and graphs.<br>**MA/VI/9-12/2/c**<br>Properties and relationships of two- and three-dimensional shapes.<br>Classify figures in terms of congruence and similarity and apply these relationships. | *Social Studies*<br>**SS/III.A/9-12/1/c**<br>What factors shape the *public agenda* and *public opinion*? How do/should they influence political events and developments?<br>Use technological tools and other resources to locate, select, and organize information. |

**Instructional activity name:** Finding Percentages and Ratios
**Description:** Apply the principles of ratio and proportion to printing and graphic communications by calculating percentages of enlargement or reduction of artwork.
**Materials/resources required:** Proportion wheel, writing pens, paper, artwork, specifications.

**Specific directions for organizing and conducting activity:**

1. Measure existing art.
2. Identify final size.
3. Position top wheel to match appropriate spot on lower wheel.
4. Identify and read indicator in wheel window.
5. Record percentages shown on art.

**Assessment procedures/criteria:** Students will be assessed on the accuracy of their calculations in enlarging or reducing the artwork.

|  |  |
|---|---|
| **Title:** | **Proper Tapping Procedures** |
| **Competency Profile:** | Machine Tool Technology (1996) |
| **Instructor(s) name:** | Ron Bays and Jack Miller |
| **Grade level:** | 11-12 |
| **Teaching time frame:** | 1/2 hour |
| **Rationale:** | To improve students' ability in the essential skills of drilling and tapping holes. |
| **Unit description:** | Being able to calculate proper size tap drill for hole diameter, to determine proper revolutions per minute (rpm) for tap drill, to select the correct size of center drill and rpm for center drill, to countersink hole to correct diameter to be able to start tap, to select the method of using tap and tapping fluid, starting tap square to hole, and to tap hole. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| 2.2. Determine tap drill size with formula and charts.<br>2.9. Calculate feeds and speeds.<br>8.7. Cut threads with hand tap.<br>11.7. Select and apply cutting fluids.<br>11.10. Countersink hole to specifications. | *Mathematics*<br>**MA/V/9-12/1/a**<br>Addition, subtraction, multiplication, and division with real numbers.<br>Develop, analyze, and explain procedures used for representing and analyzing relationships in tables, verbal rules, equations, and graphs.<br>**MA/VI/9-12/1/d**<br>Structures of geometric and measurement systems.<br>Deduce properties of, and relationships between, figures from given assumptions. | *Science*<br>**SC/I.A/9-12/3**<br>Controlling all variables that might influence an experiment is important. Sometimes it is not possible, for practical or ethical reasons, to control some conditions, but a wide range of observations of natural occurrences can reveal patterns.<br>**SC/I.A/9-12/4**<br>Technological tools and techniques extend human capabilities to perform investigations in more detail and with greater accuracy and precision.<br>**SC/IV.B/9-12/2**<br>The action of all forces can be explained by Newton's Laws of Motion that are used to predict changes in linear and/or rotational motion. |

1247

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**Instructional activity name:** Classroom and Shop Activities
**Description:** Cutting internal threads with a hand tap
**Materials/resources required:** Tap drill, center drill, countersink, cutting oil, blueprint or sketch, material to be drilled and tapped.

**Specific directions for organizing and conducting activity:**

1. Students use communication skills in writing a procedure for doing this operation.
2. Instructor should check to make sure the hole is the proper size.
3. Instructor should hand out proper size tap only after students ask for the proper size tap.
4. Students should give instructor the proper RPM for tap drill, center drill and countersink before being allowed to turn on machine.
5. Students obtain all tools and materials needed.
6. Students perform machining operation to complete the part.
7. Students follow EPA and OSHA regulations while practicing work habits that will avoid health and physical risk to self or others.

**Assessment procedures/criteria:** The student should perform each of the operations correctly. They will also be assessed on the appearance and fit of the part.

| | |
|---|---|
| **Title:** | **Everyone's Home** |
| **Competency Profile:** | Masonry (1989) |
| **Instructor(s) name:** | Ray Herschleb |
| **Grade level:** | 12 |
| **Teaching time frame:** | 2-3 weeks |

**Rationale:** The student will be able to lay out and construct a model of a "World Home" (e.g., relevant to personal, social, financial, and family needs).

**Unit description:** The student will decide when, where, how, and why they are building a home of their design. They need to incorporate cultural, artistic, aesthetic, practical, safe, and lasting appeal into their design.

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| G19. Lay out and construct an outdoor structure. | *Mathematics*<br>**MA/I/9-12/1**<br>Problem-solving strategies such as organizing data, drawing a picture, looking for a pattern, modeling, researching, and algebraic strategies.<br>**MA/VIII/9-12/1-2/c**<br>Mathematical patterns and relationships may be represented in various forms.<br>Mathematical symbols can be used to represent real-world situations.<br>Translate among tabular, symbolic, and graphical representations of functions and model real-world phenomena with a variety of functions. | *Social Studies*<br>**SS/IV.D/9-12/2/o**<br>How do some personal and business economic decisions affect the public good in the community, nation, and world? How could those decisions be analyzed and evaluated?<br>Identify tasks that require a coordinated effort and work with others to complete those tasks.<br>**SS/IV.E/9-12/1**<br>How have private and public decisions had long-term, far-reaching geographic effects (on resources, ecosystems, trade, etc.), sometimes giving rise to issues and controversies? How should such issues be analyzed and addressed? |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| | *Fine Arts*<br>**FA/IV.A/9-12/1/a**<br>Know that a variety of cultural themes and artistic styles exist. Analyze themes in works of art from different times and cultures.<br>**FA/IV.A/9-12/4**<br>Know that there are numerous functions for the visual arts within our communities.<br>**FA/IV.A/9-12/6/a**<br>Know how the visual arts can assist in developing an in-depth understanding of the world in which students live.<br>Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions and using such conclusions to inform their own artmaking. | *Science*<br>**SC/VIII.A/9-12/2**<br>Human decisions concerning the use of resources can alter the stability and biodiversity of ecosystems.<br>**SC/VIII.A/9-12/3/a, b**<br>Increased demand for natural resources requires global cooperation and long-term planning to ensure the resource needs of successive generations will be met.<br>Compare the use of natural resources in developing countries to the use in industrialized nations.<br>Discuss how technology has provided a more efficient use of resources and extended their availability. |

**Instructional activity name:** My House

**Description:** Each student will have a model base equal to a scaled-down version of one acre. Each will have $100,000 to design and build a home suitable to accommodate their family of four.

**Materials/resources required:** 1x2s, 3/8" plywood, metal mesh, sheetrock mud (for contours in land), ¼" plywood (house walls), tar paper for roofing, paints, rocks/gravel, sealers, pencil scale, ruler, trowel, paper

**Specific directions for organizing and conducting activity:**

1. Each student will start by assembling a 2' square model base. Use 1x2s for walls with 3/8"plywood for a base. Use safe procedures to protect oneself.
2. Students will sketch their ideal homes to scale (1/8" = 1') and decide where to place it on their property. Local zoning rules, laws, and codes apply.
3. Each property must have a hill/valley (no higher or lower than 8' elevation) employed in layout. At least one street must border the property.
4. Home placement and/or style must be congruent to neighboring properties, accommodating to ecosystems, and be placed for maximum heat/cold efficiency.
5. The students will keep a daily log of progress and expenditures.
6. Students will be responsible for their own time line and cleanup.
7. Research (library, on-line, periodicals, classroom texts) will be noted for time, date, and page(s) used. These will be a part of their presentation.

**Assessment procedures/criteria:** Students will be assessed on demonstrated professionalism and ethical language, good posture, and gesturing during their culminating presentations. Forty-five minutes will be scheduled for each presentation. Everyone in the audience will have a review/scoring sheet to grade the presenter on completion, style, and rule adherence. *(See following page.)*

*PRESENTATION SCORING SHEET*

Name:____________________ Date:__________

Presentation title:____________________ Time: 45-50 min.

| **Part I** | Proper dimensions | Materials and workmanship | Stylized versions: shape/color/design | Ecological soundness |
|---|---|---|---|---|
| Topographic model base construction | | | | |
| Model home | | | | |
| Score | | | | |

| **Part II** | Adherence to specifics | Professional language | Poise, gesture, and confidence | Completion |
|---|---|---|---|---|
| Sketch/plan | | | | |
| Home usability | | | | |
| Daily log | | | | |
| Expenditures/time/money | | | | |
| Score | | | | |

Part I subtotal:__________

Part II subtotal:__________

**Final score:**__________

**Title:** **Soil, Waste and Vent Systems**
**Competency Profile:** Plumbing (1989)
**Instructor(s) name:** Michael George
**Grade level:** 11-12
**Teaching time frame:** 2 weeks

**Rationale:** This unit is an integral part of residential plumbing. Soil and waste systems must be connected to private systems or city sewers, and excavating a trench is needed to accomplish this system.

**Unit description:** To develop the skills needed to install drain lines for residential plumbing. Skills include use of transit, measuring devices, levels, and shovels, as well as proper carrying techniques and reading plans and surveys.

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| D13. Excavate a trench and maintain desired grade. | *Communication Arts*<br>**CA/I/9-12/6**<br>Apply information, ideas processes and skills learned in the study of communication arts to new situations and tasks. | *Science*<br>**SC/IV.C/9-12/2/a**<br>The ratio of output work to input energy is the efficiency of a machine or process and is always less than 100%. Power is the rate at which work is done.<br>Analyze and describe the relationship among work, power, and efficiency.<br>**SC/VI.A/9-12/1**<br>Variations in the physical conditions and chemical composition of soil are a result of the type of rock from which it came, climate, the process by which it was deposited, and biological activities. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
|  | *Mathematics*<br>**MA/V/9-12/1**<br>Addition, subtraction, multiplication, and division with real numbers.<br>**MA/VI/9-12/1-3/i**<br>Structures of geometric and measurement systems.<br>Properties and relationships of two- and three-dimensional shapes.<br>Geometric shapes can be used to describe the real world.<br>Apply an understanding of perimeter, area, volume, angle measure, capacity, weight, and mass.<br>**MA/IX/9-12/1-3**<br>Properties of real numbers.<br>Procedures for calculator and/or computer use.<br>Basic algebraic procedures. | *Social Studies*<br>**SS/III.E/9-12/2/e**<br>What are the causes and effects of change in the physical and human characteristics of one's locality and of other places?<br>Interpret geographic sources (maps, globes, aerial photographs, models, databases, remotely sensed images, Geographic Information Systems, etc.) and other sources (news media, etc.) to learn about locations, features, and *spatial relationships* among places and regions. |
|  | *Health Education/Physical Education*<br>**HP/IV.D/9-12/2/a**<br>Equilibrium, motion, force, and Newton's laws constitute the basic principle of mechanics related to the fundamentals of physical activity.<br>Apply the processes and knowledge learned from scientific principles to gain more efficient use of the body in daily activities, e.g., lifting, reducing injury.<br>**HP/V.C/9-12/2/b**<br>Proper treatment for exercise-related injury aids in recovery rate for return to exercise. Following proper treatment procedures is important for individuals. Administering emergency treatment to others, such as basic first aid and CPR, is important. An awareness of how to activate Emergency Medicine System (EMS) is also necessary.<br>Demonstrate competence in basic first aid and CPR. |  |

**Instructional activity name:** Identify soil composition and physical structure in sample trench.
**Description:** Students identify factors in soil composition that will affect trench excavation and securing the walls and drain line.
**Materials/resources required:** Open sample trench (or 4' by 4' excavation), soil charts/graphs, soil testing kit (if necessary or available).

**Specific directions for organizing and conducting activity:**

1. Science instructor would be informed of a time period when open trench would be available for the class to observe and investigate.
2. Science instructor would provide worksheet that would help science students understand how soil composition affects weight and excavation, how sandy soils cave in, and how clay and rocky soils are heavier to remove.
3. Then, teacher could incorporate relationship between soil composition and power needed to excavate.

**Assessment procedures/criteria:** The student should be able to identify different soil types, how they compact, and how they differ in weight.

*****

**Instructional activity name:** Trenching Safety
**Description:** Students should be trained in basic first-aid treatments and CPR.
**Materials/resources required:** CPR trainer, training dummy, first-aid manuals, primitive trench.

**Specific directions for organizing and conducting activity:**
The health instructor should be asked to include this training in his/her program. CPR certification credit will be given to students acquiring this training. The health instructor should be informed of the need for this training and certification, as well as the dangers involved while trenching, such as plumbers being buried alive.

**Assessment procedures/criteria:** If possible, Red Cross certification in CPR and basic Red Cross first-aid training.

**Instructional activity name:** Incorporation of Weight Training as it Relates to Activities in Plumbing
**Description:** Plumbing students should be taught current methods for lifting and exerting force (shoveling).
**Materials/resources required:** Plumbing materials could be provided to PE instructors to help train students in lifting and carrying procedures. Exercises that use the same muscles as shoveling could be developed.

**Specific directions for organizing and conducting activity:**

1. Cast iron and schedule 80 plastic pipe in 4-6' lengths could be given to the PE instructor to teach students proper lifting and carrying techniques. These same materials could be used to develop muscles and endurance.
2. If his/her scheduling allows, the PE instructor could work with the plumbing class to teach these methods of lifting and carrying.
3. The PE instructor should be made aware of the need for plumbing students to be capable of shoveling; work on a program to develop these muscles is desired.

**Assessment procedures/criteria:** Students should be capable of excavating a 4' x 4' hole in allotted time and also be capable of carrying a 6' length of cast iron and 10' length of PVC pipe.

* * * * *

**Instructional activity name:** How Angles Relate to Trenching
**Description:** Demonstrate how geometric angles are used when running sewer lines.
**Materials/resources required:** Worksheet that includes obstacles that the student must run his/her trench around (e.g., trees, utility poles, buildings).

**Specific directions for organizing and conducting activity:**

1. Worksheet could be given to math/geometry teacher to incorporate into his/her curriculum, or the math teacher could help with presentation and development within the plumbing class.
2. Worksheet would include a starting point (building drain) and finishing point (city sewer top). Obstacles would be identified on the sheet, so the student(s) must decide the course of line and use legal plumbing fittings (angles) to run line.

**Assessment procedures/criteria:** Completed worksheet would be graded on accuracy and code compliance.

**Instructional activity name:** Transit Use
**Description:** Have math teacher incorporate into his/her class the proper use of transit, or have math teacher come into the plumbing class (if scheduling allows) to teach and evaluate students' abilities to subtract and add.
**Materials/resources required:** Transit/measuring rod or practice sheets with different measurements; basic math worksheets, if needed.

**Specific directions for organizing and conducting activity:**
1. Math teacher could be supplied practice surveying sheets that require students to add and subtract lengths in feet and inches. Or, the math teacher could be given a transit and measuring rod to allow students to secure their own measurements.
2. If available, the math teacher could present during the plumbing class time to help students in this area or with presentation.

**Assessment procedures/criteria:** A scored worksheet would be used to check students' abilities.

*****

**Instructional activity name:** Use of Geographic Maps to Locate Benchmarks
**Description:** Local plat maps could be used by students to locate a benchmark before excavating a trench.
**Materials/resources required:** Local surveys and plats, possibly newer photos to include development.

**Specific directions for organizing and conducting activity:**
1. Social studies teacher could be asked to help locate the nearest benchmark to the school.
2. English teacher could help develop the chart of measurements in his/her class.
3. Students would be asked to list different identifying factors that lead from benchmark to trench.
4. Students would learn how geographical features affect the location and development of plumbing systems.

**Assessment procedures/criteria:** Graph or chart of measurements and identifying factors such as road, curb, and location of tap.

| | |
|---|---|
| **Title:** | **VICA Leadership** |
| **Competency Profile:** | VICA/Leadership (Industrial Education Profiles) (1990-96) |
| **Instructor(s) name:** | Milton Moore and Chuck Berendzen |
| **Grade level:** | 10 to adult |
| **Teaching time frame:** | 2 weeks |
| **Rationale:** | To provide a concept of teamwork and enable students to work with other trades, areas, or classes to construct a project. They will solve problems and make complex, responsible decisions that are necessary to work as a team. |
| **Unit description:** | Teamwork is a unit of study designed to impact a number of classes by enabling students to identify factors related to working with others in a round table discussion involving problem-solving. The unit can be applied to real-world situations. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| See following pages. | *Communication Arts*<br>**CA/I/9-12/2/a, c, d**<br>Locate and gather information and ideas.<br>Plan and design methods to collect reliable data for particular purposes and audiences.<br>Conduct searches using a variety of technologies and resources.<br>Select applicable primary and secondary resources from print and nonprint materials.<br>**CA/I/9-12/6/a, d**<br>Apply information, ideas, processes, and skills learned in the study of communication arts to new situations and tasks.<br>Select effective communication strategies and formats to develop and clarify new ideas and perspectives.<br>Provide support for observations and opinions.<br>**CA/II/9-12/3/b, c**<br>Create print and nonprint communications for various audiences and for a variety of purposes.<br>Analyze appropriateness and effectiveness of language use, considering audience and purpose.<br>Communicate effectively in a variety of real or simulated workplace situations. | *Mathematics*<br>**MA/VI/9-12/2**<br>Properties and relationships of two- and three-dimensional shapes.<br>**MA/VI/9-12/3**<br>Geometric shapes can be used to describe the real world. |

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
|  | **CA/II/9-12/4/a-f, h**<br>Create print and nonprint communications to publish or formally present information and ideas.<br>Plan and compose a variety of communications.<br>Use a variety of technologies to produce communications for different audiences and purposes.<br>Evaluate and revise communications after considering audience feedback.<br>Edit and proofread their own communications to meet conventional standards.<br>Revise their own communications for clarity.<br>Offer advice to classmates about revision and editing, providing support for observations and opinions.<br>Set goals for improving future communications.<br>**CA/II/9-12/5**<br>Participate in formal and informal presentations and discussions.<br>**CA/III/9-12/1/a-d, j**<br>Apply communication strategies to identify, understand, and solve problems.<br>Identify and define problems.<br>Listen attentively and contribute to group discussions.<br>Take accurate notes during discussion.<br>Collect and select relevant data from a variety of sources.<br>Select and use appropriate technologies to facilitate problem solving.<br>**CA/III/9-12/4/a**<br>Analyze and solve problems involved in creating their own written, oral, and visual communications.<br>Clarify vague or inaccurate communications.<br>**CA/IV/9-12/3/a, b, e, f**<br>Make informed decisions regarding communications.<br>Analyze appropriateness of communications for various audiences and purposes.<br>Create accurate and aesthetically pleasing communications.<br>Demonstrate sensitivity in language choices.<br>Practice integrity in academic work and in the workplace. | ***Fine Arts***<br>**FA/IV.B/9-12/1**<br>Know the vocabularies and concepts associated with various types of visual art work.<br>**FA/IV.B/9-12/3**<br>Know how to communicate in various visual, oral, and written formats.<br>**FA/IV.C/9-12/3**<br>Know more sophisticated ideas about visual relationships.<br>**FA/IV.C/9-12/4**<br>Know processes for evaluating artists' character and aesthetic qualities in works of art, nature, and human-made environments.<br>**FA/IV.C/9-12/5**<br>Know the nature of human involvement in art as viewers, creators, and participants. |

**Instructional activity name:** VICA Display, Promotional Bulletin Board or Float in a Parade
**Description:** Given the following activity, various classes (such as drafting, building trades, electronics, etc.) will identify facts related to team building. Students should evaluate the theme and design a few drawings. All classes in VICA should meet at a round table discussion to choose a design, divide work per class, and work as a team.
**Materials/resources required:** Wood, metal, paper, pencils, computers, and any other materials deemed necessary by the design or the class involved in the project.

**Specific directions for organizing and conducting activity:**
The teachers will meet to discuss and organize the lesson. Responsibilities must be spelled out. Each teacher will develop a plan for his or her area of responsibility and expertise. The teachers will meet again to plan and make sure that all involved are in agreement and understand the total focus of the activity. Each will proceed with their students to complete the individual class work and bring the integrated activities together on the day planned.

In the drafting class, each student will design a project. The class will judge the designs and bring the three best ones to a round table discussion group. The round table group will select one of the three and delegate work by trade area. Each area will divide their work into small groups. Electronics classes will work on the lighting required, as well as any rotary motion used in the project. The frame and/or the covering for the display could be done by the building trades, welding, machine tool, and/or cabinetmaking classes, depending on the design and materials selected. Finishing can be done by auto collision, building trades, drafting, or graphics classes, depending on design and availability. The communications, graphics, or drafting class will produce a notebook (which is part of the project) that tells how it was done and includes photos of the work in progress. Computer classes will produce a spreadsheet of expenses and keep track of the time everyone spends working on the project. Social studies classes can keep track of regulations and if the project is following those regulations.

Assembly of all components will be completed by all students. The actual finished projects may be built as a unit or as modular components. (This approach would let classes do more independent work but would require more quality control and supervision.) The evaluations/assessments will complete the project. Publicity of the project needs to be on-going, from planning through completion, as well as when, where, and how it is going to be used. Teachers can contact the local media to cover the experience and get photos of the group involved in active, integrated learning.

This activity could incorporate the following competencies and/or duty bands:

**Drafting** (1996)
3.3. Construct freehand sketches.
4.5. Prepare orthographic drawings (3rd angle).
21.4. Demonstrate interpersonal skills.

**Electronics** (1996)
3. Power Supplies
10. Microprocessors/ Microcontrollers
11. Circuit Construction Techniques
17. Industrial Electronics

**Welding** (1996)
2. Basic Skills
3. Print Reading
4. Layout, Fit-Up, and Fabrication
5. Oxyfuel Cutting/Brazing
6. Shielded Metal Arc - General
16. Visual Weld Testing

**Carpentry** (1997)
1.3. Identify and use measuring and layout tools.
1.5. Identify and use nails and fasteners.
2.1. Read and interpret working drawings.

**Machine Tool** (1996)
3. Performing Measurement
4. Blueprint Reading
8. Performing Layout and Bench Work
11. Operating Drill Presses
12. Operating Lathes
13. Operating Milling Machines

**Cabinetmaking** (1993)
B2. Set up and operate table saw safely and accurately.
B3. Set up and operate radial arm saw safely and accurately.
B5. Set up and operate jointer safely and accurately.
C. Joint Construction
D. Gluing and Clamping Procedures
E. Design and Layout Procedures
F. Cabinetry Layout
I. Plastic Laminates Construction

**Commercial Art** (1990)
D. Fundamentals of Design
F. Specialty Design
G. Production/Camera-Ready Art

**Assessment procedures/criteria:** Students will be assessed on comprehension of the subject matter, participation in various aspects of the project, completion of a checklist for the display, and project quality and its presentation.

**Unit Title:** **Print Reading**
**Competency Profile:** Welding (1996)
**Instructor(s) name:** Roger Day
**Grade level:** 11-12
**Teaching time frame:** 2 class periods

**Rationale:** Understand the basic concept of layout, including physical size, volume, limitations, and possibly weight requirements

**Unit description:** Student will be working with layout procedures, bend allowances, basic tools, and how material thickness affects layout and fabrication techniques.

| Competencies (Tasks) | Frameworks (To Know and To Do) | Frameworks (To Know and To Do) |
|---|---|---|
| 4.1 Make layout of material for plate, structural, and pipe fabrication. | *Mathematics*<br>**MA/V/9-12/1-3**<br>Addition, subtraction, multiplication, and division with real numbers.<br>Numbers and their relationships can be represented in multiple forms.<br>The appropriate use of technology. | |

**Instructional activity name:** Construction of a fuel tank
**Description:** Students use math to calculate volume and weights (empty and filled) and physical size of a manufactured fuel tank in variable material types and thicknesses.
**Materials/resources required:** Paper and pencil

**Specific directions for organizing and conducting activity:**
Students are put into the following situation:

1. You have been hired by a truck manufacturer to manufacture fuel tanks for long-distance trucks. You are given the physical size for the fuel tank to fit and how many gallons of diesel fuel the truck needs to travel approximately 1500 miles.
2. From this point, students are given a fact sheet (e.g., diesel fuel weighs 8 lb. per gallon, steel weighs 10.2 lbs. per square foot at ¼" thick, etc.). The student must calculate volume (area) as per weight for the varying thicknesses of materials in four or five different shapes and wall thicknesses of tanks.
3. Students can also calculate the weight of individual pieces and total weight of completed tank and be given a limiting factor (e.g., they may have a jib hoist that limits their load capacity to 1 ton). Will the hoist safely lift the finished tank from the welding cell onto a conveyor system to be moved to the truck assembly area?

**Assessment procedures/criteria:**
Paper/pencil test. Welding students can use Print Reading, Layout and Fitup Assignment Sheet 3.1 (pg. 133 of the IML *Welding* guide) and Unit IV unit test for knowledge and comprehension retention.

# Missouri's Show-Me Standards and Vocational Education Competencies

## Cross Reference

(Mini Report, September 1997)

## *Foreword*

This database documents the common ground that has existed for years between academic skills and vocational competencies. It is intended to be ***"a model,"*** not *"the model,"* of how vocational and academic educators can work together to strengthen foundation skills needed by students in K-12 grades.

Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database, as have many Curriculum Frameworks statements.

Because most vocational program are taught in the 9-12th grade levels, suggested academic knowledge and performance skills (Curriculum Frameworks) for **grades 9-12** have been used for this pilot project The only exception is the Exploratory Family and Consumer Sciences course, which is taught in middle and junior high grades, and is therefore, cross-referenced to grades 5-8 Curriculum Frameworks.

Sample activities have been developed for most competency lists, also. The writers of these activities used the crosswalk information to develop actual, "real world" classroom activities that teach/reinforce academic *and* vocational concepts.

This project is intended to provide a **starting point** for school districts working on integrating academic and vocational skills, so customization of the crosswalk is highly encouraged. Both printed and electronic versions of the information are available from the Instructional Materials Laboratory. (See previous page for address and ordering information.) Initial data entry has been done in Microsoft *Access 2.0.*

## *Credits*

This project, which was called "Vocational 21st Century Curriculum" during the development stage, has taken the dedication of **many individuals** to bring it this far. Without the following individual contributors, this work could not have been accomplished.

**Project coordination, Instructional Materials Laboratory, UMC, Columbia, Mo.**
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Mary Beene, (FACS) Family and Consumer Sciences
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Chuck Berendzen, (IE) Drafting
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Pat Dittman, (BE) Business & Personal Law
Robin Ferguson, (IE) Auto Mechanics
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Pat Garrett, (FACS) Contemporary Living
Ken Garthe, (IE) Electronics
Vicki Garton, (FACS) Clothing & Textiles, Intermediate & Advanced
Michael George, (IE) Plumbing
Sara Gibb, (FACS) Child Development, Care & Guidance
Tim Gill, (IE) Welding
Jim Graham, (AG) Ag Management; Forest Mgmt.; Agribusiness
Nola 'Pinky' Gum, (FACS) Housing, Home Furnishings and Equipment
Joan Hansen, (FACS) Exploratory FACS
Harold Harden, (IE) Auto Collision Technology
Phyllis Hastings, (FACS) Family Living and Parenthood

**Key to codes:**
AG = Agriculture Education, BE = Business Education, FACS = Family and Consumer Science Education, ME = Marketing Education, IE = Industrial Education, IE-HO = Health Occupations

Diana Henry, (FACS) Industrial Sewing; Custom Sewing; Fashion Merchandising; Clothing & Textiles, Intermediate & Advanced
Raymond Herschleb, (IE) Masonry
Jonathan Hoer, (AG) Ag Science II
Gay Holman, (BE) Business Management; Accounting I and II
Terri Jungers, (BE) Computer Business Applications
Pat LaDuke, (FACS) Family and Individual Health
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Mila Lowry, (BE) Business Management; Keyboarding and Keyboarding Applications
Pat McKee, (IE) Electrical Trades
Bob McNary, (AG) Ag. Marketing, Ag. Construction
Jack Miller, (IE) Machine Tool Technology
Milton Moore, (IE) Drafting
Stanley Moore, (IE) Building Trades
Barbara Mountjoy, (IE-HO) Health Care Assistant
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Sam Schulte, (IE) Auto Collision Technology
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James Scott, (IE) Commercial Art
Pat See, (IE) Cosmetology
Linda Siess, (IE) Cosmetology
Garry Sloan, (IE) Building Maintenance
Brenda Smith, (FACS) Family/Consumer Resource Management
Mike Smith, (IE) Auto Collision Technology
Teresa Stark, (IE) Culinary Arts
Marie Toms, (BE) Business Technology
Carolyn Vargas, (BE) Introduction to Business
Peggy White, Communication Arts
Dean Whitlow, (IE) Industrial Maintenance
Gay Wieland, (FACS) Family and Consumer Sciences; Exploratory FACS
Del Winston, (IE) AC/Heating & Refrigeration
Rick Witt, (ME) Marketing Education

## *Terms and Definitions*

Like any other project, this one has its own language. Here's an explanation of the basic terms:

**Framework:** A state document that articulates benchmark statements for all grade ranges in six disciplines: communication arts, fine arts (comprised of dance, music, theatre and visual arts), health education/physical education, mathematics, science and social studies. Some disciplines address content statements (*to know*), others process statements (*to do*) and some do both. By examining the three-column landscape layout of each discipline, you can tell if there is a direct correlation between a *to know* and a *to do* statement (e.g., communication arts). The benchmark lists *to know* statements in the far left column, *to do* statements in the middle and offers sample activities in the far right column.

**Outstanding Schools Act:** This is the law that announced Missouri's Show-Me Standards and set the process in motion for creating the framework. The Act promotes higher standards in students' knowledge and performance.

**Show-Me Standards:** The Standards define what all Missouri students should know and be able to do upon graduation. It is divided into four performance goals and six knowledge standards. Because these Standards (73 total) have the force of law, all school districts must incorporate them into their curriculum.

**Strand:** Strands are general statements, written in Roman numerals, that organize each discipline within the framework (e.g., Problem Solving, Communication, Reasoning, Connections, etc.)

# *Competency List* (August 5, 1997)

## Agricultural Education

| | |
|---|---|
| 1. | Adv. Crop Production |
| # | Adv. Livestock Production |
| # | Agribusiness |
| 2. | Agricultural Construction |
| 3. | Agricultural Machinery |
| 4. | Agricultural Management and Economics |
| 5. | Agricultural Marketing |
| 6. | Agricultural Power I |
| 7. | Agricultural Power II |
| 8. | Agricultural Science I |
| 9. | Agricultural Science I Supplement |
| 10. | Agricultural Science II |
| 11. | Agricultural Structures I |
| 12. | Agricultural Structures II |
| 13. | Animal Science |
| 14. | Fish and Wildlife Mgmt. |
| 15. | Floristry |
| 16. | Forest Mgmt. |
| 17. | Food Science and Technology |
| 18. | Greenhouse Operation and Mgmt. |
| 19. | Horticulture |
| 20. | Landscaping and Turf Mgmt. |
| • | Leadership I and II |
| • | Leadership and Personal Development for Advanced Students |
| 21. | Processing and Marketing Forest Products |
| • | SAE (Supervised Agri. Experience) Program |

## Business Education

| | |
|---|---|
| 22. | Accounting I |
| 23. | Accounting II |
| 24. | Business and Personal Law |
| 25. | Business Communications |
| 26. | Business Economics |
| 27. | Business Management |
| 28. | Business Technology |
| 29. | Computer Business Applications |
| ★ | Computer Programming |
| 30. | International Business |
| 31. | Introduction to Business |
| 32. | Keyboarding and Keyboard Applications |
| 33. | Mathematics in Business |

## Family and Consumer Sciences Education

| | |
|---|---|
| 34. | Child Care Provider/Assistant |
| 35. | Child Development, Care and Guidance |
| 36. | Clothing and Textiles, Intermediate |
| 37. | Clothing and Textiles, Advanced |
| 38. | Contemporary Living |
| 39. | Core Employment Skills |
| 40. | Custom Sewing |
| 41. | Exploratory FACS |
| • | FACS Leadership, Change, Careers |
| 42. | Family and Consumer Sciences |
| 43. | Family/Consumer Resource Management |
| 44. | Family/Individual Health |
| 45. | Family Living and Parenthood |
| 46. | Fashion/Fabric Consultant |
| ★ | Food and Nutrition - Interm. and Adv. |
| 47. | Food Service Worker |
| ★ | Home Ec I and II |
| ★ | Home Management |
| 48. | Housing, Home Furnishings and Equipment |
| 49. | Industrial Sewing |
| 50. | Nutrition and Wellness |

## Industrial Education

| | |
|---|---|
| 51. | AC, Heating and Refrigeration |
| 52. | Auto Technology |
| 53. | Auto Collision Technology |
| 54. | Building Maintenance |
| 55. | Cabinetmaking |
| 56. | Carpentry |
| 57. | Commercial Art |
| 58. | Cosmetology |
| 59. | Culinary Arts |
| 60. | Diesel Mechanic |
| 61. | Drafting |
| 62. | Electrical Trades |
| 63. | Electronics |
| 64. | Graphic Communications/Printing |
| 65. | Industrial Maintenance |
| • | Leadership (VICA) |
| 66. | Machine Tool Technology |
| 67. | Masonry |
| 68. | Plumbing |
| 69. | Small Engines |
| 70. | Welding |

## Health Occupations

| | |
|---|---|
| # | Administrative Med. Asst. |
| 71. | Dental Aide |
| 72. | Health Care Assistant (core competencies) |
| 73. | Nurse Assistant/Aide |
| # | Pharmacy Aide |
| # | Physical Therapist Aide |
| # | Practical Nursing |

## Marketing Education

| | |
|---|---|
| # | Cooperative Vocational Education |
| # | Entrepreneurship |
| # | Free Enterprise Economics |
| 74. | Marketing Education |
| # | Supervisory Management |

★ = Obsolete

# = By design, not included in crosswalk/database project

• = "Across-the-board" competencies

* = Core competencies (essential for the first day on the job). The numbers in brackets (e.g., A01) reflect the IDs used in computerized tracking software. Numbers in parentheses at the end of each competency apply to national skill standards by V-TECS. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Air Conditioning, Heating & Refrigeration*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 01.1: *Identify types, purposes, and operation of fire extinguishers [A01] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.7: responses to emergency situations | 1.3: Design and conduct field and laboratory investigations to study nature and society |
| 01.2: *Inspect shop for hazards [A02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.7: responses to emergency situations | 3.1: Identify problems and define their scope and elements |
| 01.3: *Work cautiously and safely, using appropriate tools [A03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.4: *Demonstrate victim removal procedures from an electrical conductor [A04] | HP.7: responses to emergency situations | 3.1: Identify problems and define their scope and elements<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.5: *Demonstrate safe handling of refrigerants [A05] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.1: properties and principles of matter and energy<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.6: *Demonstrate safe handling of pressurized gases [A06] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.7: *Demonstrate safe handling of combustibles [A07] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# Air Conditioning, Heating & Refrigeration

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 01.8: *Apply MSDS (Material Safety Data Sheet) information to material use [A08] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.9: *Adhere to applicable local, state and federal regulations (EPA [environmental], DOT [moving vehicle], and OSHA [worker safety]) [A09] (A3-A5) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.10: *Demonstrate first aid for occupational hazards [A10] | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 02.1: *Explain principles of refrigeration [B01] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

**KEY:**
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98 = same Frameworks as previous competency
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# Air Conditioning, Heating & Refrigeration

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 02 2: *Describe heat transfer theory [B08] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| 02 3: *Identify refrigerant and oil types, characteristics and uses [B09] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas<br>SC 1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 02 4: *Use gauge manifold set [B02] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas<br>SC 1: properties and principles of matter and energy<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 4.1: Explain reasoning and identify information used to support decisions |
| 02 5: *Leak test system [B10] (E10) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 02 6: *Evacuate and measure vacuum level to 500 microns [B11] (E11) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 02 7: *Recover refrigerants [B12] (E12) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC 1: properties and principles of matter and energy<br>SC 4: changes in ecosystems and interactions of organisms with their environments<br>SC 8: impact of science, technology and human activity on resources and the environment | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# Air Conditioning, Heating & Refrigeration

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 02 8: *Charge system to manufacturer's specifications [B13] (E13) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices) | |
| 02 9: *Describe the operation of refrigeration system accessories (e.g., receivers, accumulators, filter/dryers, sight glasses, valves, etc.) [B14] (E9) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 7: identifying and evaluating relationships between language and culture | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 03 1: *Identify different types of tubing and fittings [C1] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 03 2: *Perform copper tubing operations, including cutting, flaring, soldering, brazing, bending, swaging, etc. [C09] (H4) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 03 3: Install, repair and replace aluminum tubing [C04] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 03 4: *Install and replace PVC tubing and pipe [C05] (H6) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 03 5: *Perform gas pipe operations (cutting, reaming, threading and connecting) [C10] (H5) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# Air Conditioning, Heating & Refrigeration

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 04.1: 'Apply the principles of alternating and direct current [D11] (B1) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.1: Explain reasoning and identify information used to support decisions |
| 04.2: 'Differentiate between common single- and three-phase voltage systems, including 240V, 60Hz, single-phase; 208V, 60Hz, three-phase; 240V, 60Hz, three-phase; and 480V, 60Hz, three-phase systems [D12] (B2) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 3: data analysis, probability and statistics<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 04.3: 'Read and interpret voltage, ampere, ohm and watt meters [D03] (B5) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP 7: responses to emergency situations<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 3: data analysis, probability and statistics<br>MA 4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 04.4: 'Read and interpret electrical schematic and wiring diagrams [D04] (B6) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 3: characteristics and interactions of living organisms | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 04.5: 'Install electrical power and control circuits [D13] (B15) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.1: Develop questions and ideas to initiate and refine research<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 04.6: 'Apply the principles and relationship of Ohm's law as it applies to series, parallel and series-parallel circuits [D14] (B4) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# *Air Conditioning, Heating & Refrigeration*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 04.7: *Apply the principles of electrical circuit protection, including fuses, circuit breakers, disconnect switches and grounds [D15] (B10) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.1: Develop questions and ideas to initiate and refine research<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 05.1: *Apply the operating principles of electric motors [M01] (C1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 05.2: *Recognize the application of various types of electric motors [M02] (C2) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.3: characteristics and interactions of living organisms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.3: *Recognize the application of various types of capacitors [M03] (C3) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 05.4: *Test capacitors [M04] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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# *Air Conditioning, Heating & Refrigeration*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 4: changes in ecosystems and interactions of organisms with their environments | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.5: *Explain the principles and operation of electric motor protection devices [M05] (C4) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.6: *Interpret electric motor specifications (e.g., horsepower, voltage, etc.) [M06] (C5) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies |
| 05.7: *Install and connect electric motors [M07] (C6) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 06.1: *Apply the principles of safety and operating control devices (e.g., pressure switches, thermostats, etc.) [E20] (D1) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.2: *Apply the principles of electromechanical control devices (e.g., relays, contactors, magnetic starters, timers, sequencers, etc.) [E21] (D2) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 3: data analysis, probability and statistics<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.3: *Apply the principles of electronic control devices (e.g., ignition modules, electronic timers, etc.) [E22] (D3) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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# Air Conditioning, Heating & Refrigeration

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 3: data analysis, probability and statistics<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.4: 'Apply the principles of safety and control circuits [E23] (D4) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.5: Install/service mechanical control devices (e.g., pneumatic and water controls) [E24] (D5) | | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| 06.6: Install/service electromechanical control devices [E25] (D6) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 3: data analysis, probability and statistics<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.7: 'Install/replace transformers [E17] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | |
| 07.1: 'Install or replace compressor [H03] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

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# Air Conditioning, Heating & Refrigeration

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 07.2: *Install or replace condensing unit [H04] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 07.3: Repair or replace condensor [H05] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 07.4: *Repair or replace evaporator [H06] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 07.5: *Replace, repair and adjust metering devices [H31] (E7) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 07.6: *Perform cleanup of a contaminated system [H10] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 07.7: *Describe operation of a heat pump [H14] (K1) | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP 3: diseases and methods for prevention, treatment and control<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion<br>SC 8: impact of science, technology and human activity on resources and the environment | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.8: *Start and check residential heating and cooling systems [H18] | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# *Air Conditioning, Heating & Refrigeration*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.3: diseases and methods for prevention, treatment and control<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.8: impact of science, technology and human activity on resources and the environment | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 07.9: Measure and adjust conditioned air flow [H23] (G2) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.2: properties and principles of force and motion | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 07.10: Repair, replace and service electronic air cleaner [H25] (J16) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 07.11: *Pump down unit [H27] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 08.1: *Perform preventive maintenance on air-conditioning systems [N01] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>HP.3: diseases and methods for prevention, treatment and control<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 08.2: *Perform preventive maintenance on heating systems [N02] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>HP.3: diseases and methods for prevention, treatment and control<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

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# Air Conditioning, Heating & Refrigeration

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC 4: changes in ecosystems and interactions of organisms with their environments | |
| 08.3: *Perform preventive maintenance on heat pumps [N03] | CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>HP 3: diseases and methods for prevention, treatment and control<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 1: properties and principles of matter and energy<br>SC 4: changes in ecosystems and interactions of organisms with their environments | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 08.4: Design air distribution system [N04] (G5) | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP 3: diseases and methods for prevention, treatment and control<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 08.5: Fabricate, insulate and install air distribution systems [N05] (J6) | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP 3: diseases and methods for prevention, treatment and control<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 08.6: Size and assemble vents [N06] (I14) | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP 3: diseases and methods for prevention, treatment and control<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

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# *Air Conditioning, Heating & Refrigeration*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 09.1: Troubleshoot mechanical control devices [O01] (D7) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 09.2: Troubleshoot electromechanical devices [O02] (D8) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC.1: properties and principles of matter and energy<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 09.3: Troubleshoot electronic control devices [O03] (D9) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC.1: properties and principles of matter and energy<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 09.4: Analyze compressor operation - electrical and mechanical [O04] (E5, E15) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 09.5: Analyze and replace a four-way reversing valve [O05] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements |

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# *Air Conditioning, Heating & Refrigeration*

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 09.6: Troubleshoot electric motors [O06] (C8) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 7: responses to emergency situations<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.7: Troubleshoot natural gas fired heating systems [O07] (I16) | CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>HP 3: diseases and methods for prevention, treatment and control<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 09.8: Troubleshoot LP-fired heating systems [O08] (I16) | CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>HP 3: diseases and methods for prevention, treatment and control<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 09.9: Troubleshoot electric heating systems [O09] | CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>HP 3: diseases and methods for prevention, treatment and control | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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|---|---|---|
| | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| 09.10: Troubleshoot heat pumps [O10] (K11) | CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>HP 3: diseases and methods for prevention, treatment and control<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 09.11: Troubleshoot oil-fired heating systems [O11] (I17) | CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>HP 3: diseases and methods for prevention, treatment and control<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 09.12: Troubleshoot air-conditioning systems [O12] (J13) | CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>HP 3: diseases and methods for prevention, treatment and control<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 10.1: 'Explain operation of the system's thermostat [K02] | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 1: properties and principles of matter and energy | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | |
| 10.2: *Communicate system operation in lay terms [K03] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| 11.1: Demonstrate an understanding of VICA, its structure and activities [L01] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| 11.2: Demonstrate an understanding of one's personal values [L02] | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 11.3: Perform tasks related to effective personal management skills [L03] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 11.4: Demonstrate interpersonal skills [L04] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| 11.5: Demonstrate etiquette and courtesy [L05] | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 11.6: Demonstrate effectiveness in oral and written communication [L06] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| 11.7: Develop and maintain a code of professional ethics [L07] | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 11.8: Maintain a good professional appearance [L08] | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| 11.9: Perform basic tasks related to securing and terminating employment [L09] | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Air Conditioning, Heating & Refrigeration*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 11.10: Perform basic parliamentary procedures in a group meeting [L10] | CA 6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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NOTE: The cross-reference between Missouri competencies and current ASE tasks can be found on the Automotive Technology competency profile available from the Instructional Materials Laboratory, catalog #70-1800-C. *NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Automotive Technology*

## *Cross-Reference to Show-Me Standards (mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A 1: Identify the safe use of chemicals | SC 8: impact of science, technology and human activity on resources and the environment | 1.7: Evaluate the accuracy of information and the reliability of its sources |
| A 2: Identify the safe use of hand tools | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 3: data analysis, probability and statistics<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 2: properties and principles of force and motion | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| A 3: Identify the safe use of power tools | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 2: properties and principles of force and motion | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| A 4: Identify the safe use of protective clothing and equipment | HP 3: diseases and methods for prevention, treatment and control<br>HP 7: responses to emergency situations | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A 5: Identify safe use of fire protection equipment | HP 3: diseases and methods for prevention, treatment and control | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A 6: Identify the safe use of shop equipment | SC 2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| A 7: Follow Environmental Protection Agency (EPA) and Occupational Safety and Health Act (OSHA) regulations | SC 8: impact of science, technology and human activity on resources and the environment | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B 1: Communicate with customers and write repair orders | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others |
| B 2: Estimate time and cost for job and order parts | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.1: Identify problems and define their scope and elements |
| B 3: Obtain appropriate repair information from shop manuals | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| B 4: Practice clean and orderly work habits (vehicle, tools and work area) | HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C 1: Identify basic function and operation of vehicle mechanical components | SC 1: properties and principles of matter and energy | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

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Competency Profile Date: 1994

# Automotive Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| C 2: Identify auto mechanics career opportunities and the duties of a technician | SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 4.8: Explore, prepare for and seek educational and job opportunities |
| D 1: Check continuity in electrical circuits using test light and voltmeter, oscilloscope and wiring diagram | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 1: properties and principles of matter and energy | 1.1: Develop questions and ideas to initiate and refine research<br>3.1: Identify problems and define their scope and elements |
| D 2: Check for shorts, opens, and grounds | SC 1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements |
| D 3: Measure resistance in electrical circuits using an ohmmeter | SC 1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements |
| D 4: Measure volts with a voltmeter or oscilloscope | SC 1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements |
| D 5: Measure current with an ammeter | SC 1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements |
| E 1: Clean and inspect battery clamps, cables, and connectors | HP 1: structures of, functions of, and relationships among human body systems<br>SC 1: properties and principles of matter and energy | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E 2: Perform battery condition tests | SC 1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements |
| E 3: Jump start a vehicle | HP 7: responses to emergency situations<br>SC 1: properties and principles of matter and energy | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E 4: Charge and install a battery | SC 1: properties and principles of matter and energy | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F 1: Diagnose starting system and determine needed repair | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.7: Evaluate the accuracy of information and the reliability of its sources<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F 2: Remove, clean, and inspect starter motor and components | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F 3: Repair or replace starter motor components | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G 1: Diagnose charging system and determine needed re | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspa | 4.1: Explain reasoning and identify information used to support decisions |

| KEY: | | |
|---|---|---|
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# Automotive Technology

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| pairs | pers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.2: Remove, clean, and inspect alternator | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| G.3: Repair or replace alternator components | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| G.4: Repair or replace charging system components | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| H.1: Diagnose lighting system problems and determine needed repairs | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| H.2: Repair or replace lights, sockets, wires, and switches | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| I.1: Diagnose and repair gauge and warning circuits | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| I.2: Diagnose and repair electrical accessories (horn, wiper, motor) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| J.1: Conduct engine performance test using engine analyzer and determine needed repairs | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.3: data analysis, probability and statistics<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.1: Explain reasoning and identify information used to support decisions |
| J.2: Inspect, repair, or replace primary ignition components | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| J.3: Inspect, repair, or replace secondary ignition components | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| J.4: Adjust ignition system to manufacturer's specifications | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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# Automotive Technology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| J.5: Perform on-board computer system diagnosis | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.3: data analysis, probability and statistics<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.1: Explain reasoning and identify information used to support decisions |
| J.6: Repair or replace computer system components | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| K.1: Diagnose fuel system problems and determine needed repairs | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.2: Conduct research to answer questions and evaluate information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| K.2: Inspect, repair, or replace fuel supply component | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 1.2: Conduct research to answer questions and evaluate information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.3: Disassemble, clean, and inspect carburetors | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 1.2: Conduct research to answer questions and evaluate information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.4: Reassemble and adjust carburetors | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 1.2: Conduct research to answer questions and evaluate information and ideas<br>3.1: Identify problems and define their scope and elements |
| K.5: Disassemble, clean, and inspect fuel injection components | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.2: Conduct research to answer questions and evaluate information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Automotive Technology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC 1: properties and principles of matter and energy | |
| K 6: Repair or replace fuel injection components | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 1: properties and principles of matter and energy | 1.2: Conduct research to answer questions and evaluate information and ideas<br>3.1: Identify problems and define their scope and elements |
| K 7: Adjust computer-controlled fuel systems (injection and carburetion) | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 1: properties and principles of matter and energy | 1.2: Conduct research to answer questions and evaluate information and ideas<br>3.1: Identify problems and define their scope and elements |
| K 8: Diagnose and repair exhaust system problems | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| L 1: Diagnose emission control systems and determine needed repairs | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L 2: Clean, inspect/replace PCV system components | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L 3: Clean, inspect/replace spark timing controllers | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L 4: Clean, inspect/replace idle speed controllers | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L 5: Clean, inspect/replace exhaust gas recirculation | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Automotive Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| L.6: Clean, inspect/replace air management system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.7: Clean, inspect/replace inlet air temperature control | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.8: Clean, inspect/replace intake manifold heat controls | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.9: Clean, inspect/replace fuel vapor controls | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| M.1: Conduct performance tests and determine needed repairs | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| M.2: Remove and replace engine (front- and rear-wheel drive) | HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| N.1: Remove cylinder head(s) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| N.2: Install cylinder head(s) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| N.3: Recondition cylinder head | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| N 4: Inspect and replace cam and related components | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| O 1: Inspect and replace pans, covers, gaskets and seals | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| O 2: Disassemble, inspect, and clean short block assembly | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.1: Identify problems and define their scope and elements |
| O 3: Check and record short block measurements | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.1: Identify problems and define their scope and elements |
| O 4: Check and record component measurements | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.1: Identify problems and define their scope and elements |
| O 5: Clean and prep block and components for reassembly | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| O 6: Reassemble short block components using correct lubricants, gaskets, sealers, and torque specifications | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| P 1: Complete engine assembly and pre-lube | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| P 2: Start engine and set fuel and ignition system to manufacturer's specifications | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Q 1: Inspect and repair oil system and components | SC 2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Q 2: Perform cooling system tests; determine needed repairs | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |
| Q 3: Inspect, replace, and adjust drive belts and hoses | SC 3: characteristics and interactions of living organisms | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Q 4: Replace cooling system components (thermostat, radiator, controllers) | SC 2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Q 5: Inspect coolant, drain, flush, and refill cooling system with recommended coolant | SC 2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Q 6: Perform oil and lube service on normally aspirated and turbo charged engines | SC 2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| R 1: Diagnose and determine needed repairs on steering systems | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.4: Use technological tools and other resources to locate, select and organize information |

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# Automotive Technology

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |
| R.2: Clean and inspect power and manual steering gear boxes | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| R.3: Reassemble, adjust, and install power and manual steering gear boxes | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| R.4: Clean and inspect power and manual rack-and-pinion steering rack | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| R.5: Reassemble, adjust, and install power and manual rack and pinion steering rack | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| R.6: Inspect and repair steering columns | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| R.7: Inspect and replace steering linkage components | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| R.8: Inspect, repair, and replace power steering pumps | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| S.1: Diagnose and determine needed repairs on conventional and electronic front suspension systems | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.1: Identify problems and define their scope and elements |
| S.2: Inspect and repair control arm and spring assemblies on conventional systems | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| S.3: Inspect and repair wheel spindles and bearings | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| S.4: Inspect and replace shock absorbers and stabilizer bars | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| S.5: Diagnose and determine needed repairs on MacPherson Strut assemblies | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |
| S.6: Clean, inspect, and assemble MacPherson Strut assemblies | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Automotive Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| T.1: Diagnose and determine needed repairs on conventional and electronic rear suspension systems | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |
| T.2: Inspect and replace shock and spring assemblies | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| T.3: Inspect and replace MacPherson Strut assemblies | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| T.4: Inspect and repair suspension linkages and bushings | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| U.1: Diagnose steering and tire wear problems, determine needed repairs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| U.2: Set correct alignment angles on front wheels | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| U.3: Set correct camber and toe on rear wheels | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| U.4: Rotate and balance tire and wheel assemblies | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| V.1: Diagnose hydraulic brake systems and determine needed repairs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |
| V.2: Inspect and repair or replace master cylinders and lines of the hydraulic system | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| V.3: Inspect and replace switches and valving devices | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| W.1: Diagnose and determine needed repairs on drum brake systems | | |
| W.2: Remove, clean, and inspect drum brake assemblies | | |

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# Automotive Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| W.3: Repair, replace, and adjust drum brake components | | |
| X.1: Diagnose and determine needed repairs on disc brake systems | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |
| X.2: Remove, clean, and inspect disk brake components | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| X.3: Repair, replace, and adjust disc brake components | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Y.1: Diagnose and determine needed repairs on power-assist brakes | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |
| Y.2: Repair or replace power brake components | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Y.3: Repair or replace hydra-boost components | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Y.4: Check operation of anti-skid braking systems; adjust or repair according to manufacturer's recommendations | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Z.1: Diagnose, performance test, and determine needed repair for clutch assembly | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Z.2: Replace and adjust clutch assembly | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Za.1: Diagnose, performance test, and determine needed repair | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |

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# Automotive Technology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.2: properties and principles of force and motion<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| Za.2: Remove, disassemble, inspect, and clean manual transmission/transaxle and shift linkages | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Za.3: Reassemble manual transmission/transaxle assembly, check end-play and adjustments | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Zb.1: Diagnose and determine needed repairs | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zb.2: Inspect, service, and replace front axle shafts | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zb.3: Inspect, service, and replace drive shafts | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zc.1: Diagnose and determine needed repairs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Zc.2: Disassemble, clean and inspect differential assembly | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zc.3: Reassemble and adjust differential assembly | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zd.1: Diagnose and determine needed repairs on transfer case | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Zd.2: Disassemble, inspect, and clean transfer case | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zd.3: Reassemble and adjust transfer case | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Zd.4: Diagnose and determine needed repairs on hub assemblies | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Zd.5: Disassemble, clean, and inspect hub assemblies | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Zd.6: Reassemble and adjust hub assemblies | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Ze.1: Diagnose, performance test transmission/transaxle, and determine needed repair | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |

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Competency Profile Date: 1994

1334

1335

# Automotive Technology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| Ze.2: Service transmission and cooler and perform adjustments | | |
| Ze.3: Inspect, adjust, and replace sensors, cables, and actuators | | |
| Ze.4: Inspect and replace external bushings, seals, and gaskets | | |
| Ze.5: Inspect, replace, and align power train mounts | | |
| Zf.1: Remove, disassemble, and clean transmission/transaxle assembly | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zf.2: Clean and inspect oil pump and converter | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zf.3: Clean and inspect gear train, shafts, bushings, and case | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zf.4: Clean and inspect friction and reaction units | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zf.5: Reassemble automatic transmission/transaxle assembly, check end-play and adjustments, and install assembly | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zg.1: Diagnose and performance test A/C systems for problems and determine needed repairs | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Zg.2: Clean, inspect, and repair A/C system components | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zg.3: Evacuate and charge A/C system and performance test | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zg.4: Diagnose and repair automatic and electrical temperature control units | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |

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# *Automotive Technology*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Zh.1: Diagnose and repair heating system problems and determine needed repairs | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zh.2: Inspect and replace heating system components | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| Zi.1: Demonstrate an understanding of VICA, its structure and activities | SS.6: relationships of the individual and groups to institutions and cultural traditions | 4.3: Analyze the duties and responsibilities of individuals in societies |
| Zi.2: Demonstrate an understanding of one's personal values | SS.6: relationships of the individual and groups to institutions and cultural traditions | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| Zi.3: Perform tasks related to effective personal management skills | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Zi.4: Demonstrate interpersonal skills | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others |
| Zi.5: Demonstrate etiquette and courtesy | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others |
| Zi.6: Demonstrate effectiveness in oral and written communication | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Zi.7: Develop and maintain a code of professional ethics | SS.6: relationships of the individual and groups to institutions and cultural traditions | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| Zi.8: Maintain a good professional appearance | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Zi.9: Perform basic tasks related to securing and terminating employment | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 4.8: Explore, prepare for and seek educational and job opportunities |
| Zi.10: Perform basic parliamentary procedure in a group meeting | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 4.3: Analyze the duties and responsibilities of individuals in societies |

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NOTE: Numbers in parentheses at the end of each competency apply to national skill standards by ASE. **(NOTE: These competencies are addressed on the Missouri VICA Curriculum Guide lessons.)

# Auto Collision Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.1: Identify opportunities in the auto body field (NONE) | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| A.2: Identify the basic construction of the auto body (NONE) | SC.2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.1: Read a rule, fractional-inch and metric (NONE) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.4: Evaluate the processes used in recognizing and solving problems |
| B.2: Solve problems involving volume and ratios (NONE) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>2.7: Use technological tools to exchange information and ideas<br>3.4: Evaluate the processes used in recognizing and solving problems |
| C.1: Demonstrate safe use and maintenance of general hand tools (A001) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.2: Demonstrate safe use and maintenance of auto body hand tools (A001) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.3: Demonstrate safe use and maintenance of electric and pneumatic hand tools (A001) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.4: Demonstrate safe use and maintenance of electric, pneumatic, and hydraulic equipment (A001) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.5: Describe proper lifting and jacking techniques (A001) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.1: Identify problems and define their scope and elements |
| C.6: Identify collision repair tools that are current with industry standards (NONE) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.1: Identify problems and define their scope and elements |

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# Auto Collision Technology

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| D.1: Identify government agencies regulating the auto body industry (OSHA, EPA) (NONE) | HP 3: diseases and methods for prevention, treatment and control<br>HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP 7: responses to emergency situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.2: Identify general safety rules (NONE) | HP 3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions |
| D.3: Use protective clothing and equipment (A001) | HP 3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions |
| D.4: Identify the proper use of fire protection equipment (A001) | HP 3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions |
| D.5: Use chemicals safely (A001) | HP 3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions |
| D.6: Identify environmental effects of chemicals (A001) | HP 3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions |
| D.7: Identify proper chemical disposal techniques (A001) | HP 3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions |
| D.8: Identify information on and importance of MSD sheets (A001) | HP 3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information |

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# Auto Collision Technology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions |
| D.9: Identify important toxic substances (A001) | HP.3: diseases and methods for prevention, treatment and control | |
| E.1: Diagnose and analyze damage (A013) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.2: Use collision manuals (NONE) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.3: Write a damage report in logical sequence (NONE) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.1: Identify auto body welding processes (A047, A057, A058, A060) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.4: Evaluate the processes used in recognizing and solving problems |
| F.2: Use MIG welding safety procedures (A046, A051, A055, B038, B047, B052) | HP.1: structures of, functions of, and relationships among human body systems<br>HP.7: responses to emergency situations | 4.3: Analyze the duties and responsibilities of individuals in societies |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.3: Set up equipment for MIG welding (048-A052, A058, A060, B040-B044, B050, B052, B053) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.4: Prepare metal for MIG welding (A052, A056, B044, B048) | HP.7: responses to emergency situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| F.5: Use weld-through primers* (A056, B048) | HP.7: responses to emergency situations<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| F.6: Construct a MIG plug weld* (A048, A050, A053, A058, B040, B042, B045, B050-B053) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.7: Construct a MIG continuous weld* (A047-A050, A053, A057, A059-A061, B039-B042, B045, B049, B052-B053) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.8: Construct a MIG stitch weld* (A047-A050, A053, A057, A059-A061, B039-B042, B045, B049, B052-B053) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.9: Weld high strength steel unibody structural components* (A047, B039) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

# Auto Collision Technology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| F.10: Identify oxyacetylene welding safety procedures (NONE) | HP.1: structures of, functions of, and relationships among human body systems<br>HP.7: responses to emergency situations | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.11: Set up and use equipment for oxyacetylene welding (NONE) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.12: Set up and use equipment for oxyacetylene cutting (NONE) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.13: Use protective clothing and equipment (A046, B038) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.7: responses to emergency situations | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.1: Analyze damage (A002, A013, B002) | SC.1: properties and principles of matter and energy | 1.2: Conduct research to answer questions and evaluate information and ideas |
| G.2: Clean the exterior surface (A008, D003, E008) | HP.3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information |
| G.3: Roughout panel (A021) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information |
| G.4: Shrink panel (A035, A036) | SC.1: properties and principles of matter and energy | 3.6: Examine problems and proposed solutions from multiple perspectives |
| G.5: Prepare surface for body filler (A032) | HP.3: diseases and methods for prevention, treatment and control<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| G.6: Apply body filler (A037, A038) | FA.2: the principles and elements of different art forms | 3.6: Examine problems and proposed solutions from multiple perspectives |
| G.7: Finish body filler (A039) | FA.2: the principles and elements of different art forms | |
| G.8: Apply corrosion protection* (B034, E024) | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.9: Use weld-on stud gun to repair sheet metal (NONE) | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information |
| H.1: Identify plastic types (D002, D003) | SC.1: properties and principles of matter and energy | 2.7: Use technological tools to exchange information and ideas |
| H.2: Analyze damage (A002, A013, B002, B015-B017) | SC.1: properties and principles of matter and energy | 2.7: Use technological tools to exchange information and ideas |
| H.3: Clean exterior and interior surfaces (A008, E078) | HP.3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information |
| H.4: Perform chemical plastic welding (D006-D011) | HP.3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information |

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|---|---|---|
| H.5: Perform airless plastic welding (D005) | HP.3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information |
| H.6: Repair plastic with chemical fillers (D007-D009) | HP.3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information |
| H.7: Repair and retexture plastic dash panel (D008, D009) | HP.3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information |
| H.8: Identify composite panels (D003) | FA.2: the principles and elements of different art forms | 1.2: Conduct research to answer questions and evaluate information and ideas |
| H.9: Identify composite panel repair procedures (D007, D010-D011) | FA.2: the principles and elements of different art forms<br>HP.3: diseases and methods for prevention, treatment and control | 1.2: Conduct research to answer questions and evaluate information and ideas |
| H.10: Identify composite repair tools and adhesives (NONE) | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.1: Explain reasoning and identify information used to support decisions |
| H.11: Repair composite panels with adhesives (D006) | HP.3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information |
| H.12: Repair holes in SMC body panels (D007, D010) | HP.3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information |
| H.13: Section SMC body panels (D010, D011) | HP.3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information |
| H.14: Remove and replace complete SMC body panels (D011) | HP.3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information |
| I.1: Identify safety procedures when working with fiberglass (NONE) | HP.3: diseases and methods for prevention, treatment and control | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| I.2: Analyze damage (A002) | SC.1: properties and principles of matter and energy | 1.2: Conduct research to answer questions and evaluate information and ideas |
| I.3: Prepare exterior and interior surfaces (NONE) | SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information |
| I.4: Reconstruct fiberglass panels (NONE) | SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information |
| I.5: Section fiberglass panels (NONE) | FA.2: the principles and elements of different art forms | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| J.1: Remove and replace cosmetic panels, welded on (A025-A027) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| J.2: Remove and replace structural panels, welded on (B011, B032-B033) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| J.3: Remove and replace cosmetic panels, bolted on (A005, A014, A016-A020, A028) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| J.4: Section non-structural panels, welded on (A025) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| J.5: Replace door intrusion barrier (A026, A027) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| J.6: Replace bonded door panels (A026, A027) | HP.3: diseases and methods for prevention, treatment and control<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| K.1: Remove and replace bumpers, steel or aluminum (A019) | SC.1: properties and principles of matter and energy | 2.7: Use technological tools to exchange information and ideas |
| K.2: Replace energy absorbers* (A019) | SC.1: properties and principles of matter and energy | 2.7: Use technological tools to exchange information and ideas |
| K.3: Remove and replace soft fascia covers (A019) | SC.1: properties and principles of matter and energy | 2.7: Use technological tools to exchange information and ideas |
| K.4: Repair soft fascia covers (A019, D002-D007) | SC.1: properties and principles of matter and energy | 2.7: Use technological tools to exchange information and ideas |
| L.1: Identify refinishing equipment (NONE) | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.7: Evaluate the accuracy of information and the reliability of its sources |
| L.2: Use safe painting practices, including the use of protective clothing and equipment (E001-E005) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 3.7: Evaluate the extent to which a strategy addresses the problem |
| L.3: Use the paint gun with proper technique (E028, E029, E033) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| L.4: Service and maintain a spray gun (E027) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| L.5: Service and maintain the paint room (E004) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| L.6: Identify HVLP paint systems (NONE) | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.1: Explain reasoning and identify information used to support decisions |
| M.1: Identify surface preparation technique (E009) | CA.7: identifying and evaluating relationships between language and culture<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| M.2: Strip painted surfaces using chemicals (E010) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements |
| M.3: Demonstrate appropriate masking techniques (A007, E014, E060) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information |
| M.4: Prepare surface of new panel (E013, E018-E020) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information |

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|---|---|---|
| | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| M.5: Prepare surface of damaged panel (E008-E024) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as stuuents, workers, citizens and consumers |
| M.6: Demonstrate appropriate sanding techniques (E011-E012, E017, E022) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information |
| M.7: Select and apply appropriate primer/primer surfacer/sealant (E015, E021) | HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.1: properties and principles of matter and energy | 1.1: Develop questions and ideas to initiate and refine research<br>3.1: Identify problems and define their scope and elements |
| M.8: Perform guide coat/block sanding/reprime (E017) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| M.9: Identify topcoats and topcoat application procedures (E031, E045-E061) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.1: Identify problems and define their scope and elements |
| M.10: Mix and apply acrylic lacquer system (E031, E045-E061) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| M.11: Mix and apply acrylic enamel system (E031, E045-E061) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| M.12: Mix and apply urethane enamel system (E031, E045-E061) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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# *Auto Collision Technology*

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***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.8: impact of science, technology and human activity on resources and the environment | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| M.13: Mix and apply basecoat/clearcoat system (E031, E045-E061) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| M.14: Tint and blend color coat (E025, E037, E043) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| M.15: Apply chip-resistant coating (E023) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| M.16: Mix and apply flexible paint system (E038) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| M.17: Apply tri-coat paints (E041) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.7: Use technological tools to exchange information and ideas |
| M.18: Perform clearcoat repair without refinishing (E067-E070, E074) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| M.19: Perform clearcoat repair by refinishing (E036, E037) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| M.20: Perform paint detailing after refinishing (E077-E080) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| N.1: Identify types of bolts and nuts, US and metric (NONE) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# Auto Collision Technology

***Cross-Reference to Show-Me Standards***
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|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | |
| N.2: Identify types of rivets (NONE) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.2: Conduct research to answer questions and evaluate information and ideas<br>3.4: Evaluate the processes used in recognizing and solving problems |
| N.3: Identify types of screws (NONE) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.4: Evaluate the processes used in recognizing and solving problems |
| N.4: Identify types of clips (NONE) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.4: Evaluate the processes used in recognizing and solving problems |
| O.1: Remove and replace belt molding and trim (A003, E007) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| O.2: Remove and replace driprail scalp molding and trim (A003) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| O.3: Remove and install glue-on molding and trim (A003) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1995

1353

# Auto Collision Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| O.4: Locate and drill holes for molding and trim (A003) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| O.5: Use weld-on stud gun to install molding (A003) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| P.1: Remove and replace vinyl tops (NONE) | HP.3: diseases and methods for prevention, treatment and control<br>SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| P.2: Repair vinyl tops (NONE) | HP.3: diseases and methods for prevention, treatment and control<br>SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| P.3: Refinish vinyl tops (D012, E040) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>HP.3: diseases and methods for prevention, treatment and control<br>SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| P.4: Remove and replace decals and stripes (E076) | SC.1: properties and principles of matter and energy<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| Q.1: Identify interior components and interior trim (NONE) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.7: Use technological tools to exchange information and ideas |
| Q.2: Clean plain interior fabrics (E077-E080) | HP.3: diseases and methods for prevention, treatment and control<br>SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Q.3: Clean coated interior fabrics, genuine leather and mo | HP.3: diseases and methods for prevention, treatment and control | 1.10: Apply acquired information, ideas and skills to different contexts as students, worke |

| KEY: | | |
|---|---|---|
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Competency Profile Date: 1995

# Auto Collision Technology

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| lded plastic interior components (E077-E080) | SC.1: properties and principles of matter and energy | rs, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Q.4: Clean polyurethane foam interior components (E077-E080) | HP.3: diseases and methods for prevention, treatment and control<br>SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Q.5: Clean painted interior surfaces (E077-E080) | HP.3: diseases and methods for prevention, treatment and control<br>SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Q.6: Clean black-rubber interior surfaces and weatherstrip (E077-E080) | HP.3: diseases and methods for prevention, treatment and control<br>SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Q.7: Remove and replace seats (A004, C078) | SC.1: properties and principles of matter and energy<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| Q.8: Remove and replace seat tracks (A004, C078) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| Q.9: Remove and reinstall dash (A004, A005) | HP.4: principles of movement and physical fitness<br>SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| Q.10: Remove and reinstall heating and air conditioning assembly (A004, A005) | HP.4: principles of movement and physical fitness<br>SC.1: properties and principles of matter and energy<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| Q.11: Remove and reinstall carpeting (A004, A005) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| Q.12: Remove and reinstall seat belts and shoulder harness (A004, A005, C147, C148) | SC.1: properties and principles of matter and energy<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# Auto Collision Technology

**Cross-Reference to Show-Me Standards**
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Q.13: Identify supplemental inflatable restraint systems (NONE) | SC.1: properties and principles of matter and energy | 2.7: Use technological tools to exchange information and ideas |
| Q.14: Diagnose supplemental inflatable restraint systems (C157) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| Q.15: Service and repair supplemental inflatable restraint systems (C151-157) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements |
| R.1: Identify vehicle glass and replacement procedures (NONE) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| R.2: Remove and replace a reveal molding (NONE) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| R.3: Remove and replace a gasket-type window or back glass (NONE) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| R.4: Remove and replace glass with urethane sealants (B036, B037) | HP.3: diseases and methods for prevention, treatment and control<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| R.5: Remove and replace glass with butyl tape kit (B036) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| R.6: Install bonded mirror brackets to windshield (NONE) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| R.7: Remove and replace a door handle (NONE) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| R.8: Remove and replace a door trim panel (A004) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| R.9: Remove and replace a lock cylinder (NONE) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| R.10: Remove and replace a door glass (A041-A044) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| R.11: Remove and replace a door glass regulator (A042-A044) | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| R.12: Inspect power windows (A042) | SC.1: properties and principles of matter and energy | 1.2: Conduct research to answer questions and evaluate information and ideas |
| S.1: Identify electrical system components (C066) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>3.1: Identify problems and define their scope and elements |

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99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | |
| S.2 Service a battery (C063-C065, C067) | HP.1: structures of, functions of, and relationships among human body systems<br>SC.1: properties and principles of matter and energy | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| S.3 Splice a wire (NONE) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| S.4 Diagnose and repair electrical accessories (C059-C062, C066, C073-C083) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| T.1 Service a taillight assembly (C070, C074) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| T.2 Service a headlight assembly (C070-C073) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| T.3 Service mechanical headlights and covers (C072, C073) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| T.4 Aim headlights using mechanical aiming equipment (C071) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.1: Explain reasoning and identify information used to support decisions |
| U.1 Remove and replace a radiator (C120-C121) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| U.2 Remove, inspect and replace V Belts (C120) | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| U.3 Test antifreeze solution (C123) | SC.3: characteristics and interactions of living organisms | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| U.4 Service fan blades and clutches (C124) | SC.3: characteristics and interactions of living organisms | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| U.5 Check and service radiator and heater hoses (C120) | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| U.6 Inspect, repair, and replace auxiliary oil cooler (C125) | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| U.7 Inspect, repair, and replace fuel, exhaust, and emissions systems (C136-C141) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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1367

# Auto Collision Technology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| V.1: Identify air conditioning system components and service procedures (C100) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| V.2: Replace condenser (C099, C101-C107, C112) | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| V.3: Remove and reinstall compressor (C101-C110) | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| V.4: Test the system for leaks (C105) | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| V.5: Repair leaks in air conditioning system (C110) | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| V.6: Evacuate and charge system using vacuum pump or charging system (C101-C106) | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| V.7: Check and service air conditioning hoses (C101-C106) | SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements |
| V.8: Inspect, flush, and replace heater core (NONE) | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| W.1: Identify front suspension systems (C002) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| W.2: Identify rear suspension systems (NONE) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |
| W.3: Remove and reinstall front suspension systems (B009, C002, C010-C022) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Auto Collision Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| W.4: Remove and reinstall rear suspension systems (C022-C031) | SC 2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| W.5: Remove and reinstall front drive train (C128-C135) | HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| W.6: Service suspension systems (C036-C042) | SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| W.7: Identify steering systems (NONE) | SC 2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| W.8: Perform four-wheel alignment (C003, C009-C014, C020-C026, C028-C030, C041-C057) | SC 2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| W.9: Perform suspension quick checks (NONE) | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |
| W.10: Service power steering system (C004-C008, C036, C037) | SC 2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| W.11: Service brake system (C085-C096) | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |
| W.12: Identify causes of uneven tire wear (C040-C045, C047, C049-C050, C052-C055) | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC 2: properties and principles of force and motion<br>SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| W.13: Inspect, repair, and replace steering system components (C002-C003, C010-C022) | SC 2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Auto Collision Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| X.1: Identify vehicle frame construction, conventional and unibody (NONE) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |
| X.2: Identify frame and unibody terminology (NONE) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.2: Review and revise communications to improve accuracy and clarity |
| X.3: Identify the 5 types of damage (B004-B008) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements |
| X.4: Use and interpret specification manuals (B002) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| X.5: Identify characteristics and uses of high strength steel (B021) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |
| X.6: Analyze damage using datum gauge (B017) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| X.7: Analyze damage using tram gauge and tape measure (B016) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| X.8: Analyze damage using universal measuring system (B020) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |

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# Auto Collision Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| X.9: Analyze damage using dedicated measuring system (B019) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| Y.1: Straighten and align structural damage* (B004-B009, B023-B028) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Y.2: Replace component parts* (B032, B033) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Y.3: Perform stress relief using shock (B030) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.1: properties and principles of matter and energy | 3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Y.4: Perform stress relief using heat (B029) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.1: properties and principles of matter and energy | 3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Y.5: Replace high strength steel* (NONE) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Y.6: Section component parts* (B011, B033) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# Auto Collision Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Y.7: Remove and reinstall mechanical components* (NONE) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Y.8: Repair space-age frames on plastic body vehicles (NONE) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC.1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Z.1: Demonstrate an understanding of VICA, its structure and activities (NONE) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| Z.2: Demonstrate an understanding of one's personal values (NONE) | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Z.3: Perform tasks related to effective personal management skills (NONE) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| Z.4: Demonstrate interpersonal skills (NONE) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| Z.5: Demonstrate etiquette and courtesy (NONE) | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| Z.6: Demonstrate effectiveness in oral and written communications (NONE) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Z.7: Develop and maintain a code of professional ethics (NONE) | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| Z.8: Maintain a good professional appearance (NONE) | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| Z.9: Perform basic tasks related to securing and terminating employment (NONE) | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| Z.10: Perform basic parliamentary procedures in a group meeting (NONE) | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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**NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons

# Building Maintenance

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.1: Identify building maintenance occupations and related fields | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| A.2: Identify safe shop procedures/practices | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.3: Identify emergency first aid procedures | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.4: Identify fire safety equipment | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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Competency Profile Date: 1989

# Building Maintenance

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.7: responses to emergency situations | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.5: Identify hand tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| A.6: Identify power tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| A.7: Identify measuring instruments | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.1: Identify problems and define their scope and elements |
| A.8: Read blueprints | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| B.1: Identify carpentry safety practices | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |

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# Building Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.2: Identify safety rules for carrying and erecting a ladder | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.3: Identify safety rules for erecting scaffolding | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.4: Repair and/or replace exterior doors | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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# Building Maintenance

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| B.5: Repair or install exterior door operating hardware | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| B.6: Repair and/or replace windows | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| B.7: Clean windows | | |
| B.8: Identify procedures for repairing and/or replacing siding | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| B.9: Repair exterior trim | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| B.10: Identify procedures for repairing roof flashing | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| B.11: Identify procedures for repairing and/or replacing roofing | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| B.12: Repair and/or replace downspouts and guttering | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# *Building Maintenance*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| B.13: Perform weatherizing procedures | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| C.1: Identify plumbing safety practices | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| C.2: Cut and glue plastic pipe | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| C 3: Cut and solder copper pipe | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| C 4: Cut and thread pipe | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| C 5: Form a flare | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| C 6: Install a compression fitting | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

**KEY:**
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3 1: Identify problems and define their scope and elements<br>3 2: Develop and apply strategies based on ways others have prevented or solved problems<br>3 5: Reason inductively from a set of specific facts and deductively from general premises<br>4 6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| C 7: Rough-in plumbing fixtures | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1 5: Comprehend and evaluate written, visual and oral presentations and works<br>3 1: Identify problems and define their scope and elements<br>3 2: Develop and apply strategies based on ways others have prevented or solved problems<br>3 5: Reason inductively from a set of specific facts and deductively from general premises<br>4 6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| C 8: Install plumbing fixtures | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1 5: Comprehend and evaluate written, visual and oral presentations and works<br>3 1: Identify problems and define their scope and elements<br>3 2: Develop and apply strategies based on ways others have prevented or solved problems<br>3 5: Reason inductively from a set of specific facts and deductively from general premises<br>4 6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| C 9: Repair/replace faucets/valves | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1 5: Comprehend and evaluate written, visual and oral presentations and works<br>3 1: Identify problems and define their scope and elements<br>3 2: Develop and apply strategies based on ways others have prevented or solved problems |

1332

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1333

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| C.10: Locate and repair leaks in pipes and lines | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| C.11: Clean traps, drains and vents | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| C.12: Clean and sanitize plumbing fixtures | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# *Building Maintenance*

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| D 1: Identify electrical safety practices | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas<br>HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP 4: principles of movement and physical fitness<br>HP 7: responses to emergency situations<br>SC 8: impact of science, technology and human activity on resources and the environment<br>SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| D 2: Troubleshoot and replace outlets, switches, fuses, breakers and fixtures | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D 3: Bend and connect conduit | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D 4: Wire circuits--115 (15 and 20 amp.) 240--to code | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements |

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# Building Maintenance

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D.5: Wire a low-voltage circuit | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D.6: Use electrical test equipment | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D.7: Change light bulbs and perform minor electrical repairs | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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1333

1333

# *Building Maintenance*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E 1 Review carpentry safety practices | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas<br>HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP 4: principles of movement and physical fitness<br>HP 7: responses to emergency situations<br>SC 8: impact of science, technology and human activity on resources and the environment<br>SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| E 2 Repair drywall/plaster walls | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E 3 Repair and/or replace interior walls | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# Building Maintenance

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| E.4: Repair or install interior door operating hardware | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E.5: Identify procedures for repairing, replacing and/or installing floor coverings | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E.6: Repair, replace and/or install a ceiling system | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E.7: Install wall and/or ceiling insulation | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements |

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# Building Maintenance

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E.8: Install or replace interior trim | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E.9: Install or replace ceramic tile | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E.10: Install or replace paneling | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Building Maintenance

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E.11: Clean and refinish floors | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E.12: Clean walls | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.1: Identify finishing safety practices | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas<br>HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP 4: principles of movement and physical fitness<br>HP 7: responses to emergency situations<br>SC 8: impact of science, technology and human activity on resources and the environment | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.3: Analyze the duties and responsibilities of individuals in societies |

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# Building Maintenance

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | |
| F 2: Prepare surface for finish | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F 3: Select correct finishing materials | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F 4: Stir or shake finishing materials | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# Building Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| F.5: Apply finish with brush | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.6: Apply finish with roller | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.7: Apply finish with a paint sprayer | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.8: Clean and properly store finishing equipment and materials | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements |

**KEY:**
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98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# Building Maintenance

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.1: Identify safety practices for servicing environmental control systems | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| G.2: Adjust/replace belts | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.3: Repair and/or replace electrical motors | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.4 Service thermocouple and pilot light | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.5 Clean and/or replace heating elements | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.6 Clean condensing unit | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.7: Clean an evaporator coil | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.8: Replace thermostats/electrical controls | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.9: Clean and check flues | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

# Building Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G.10: Replace furnace or cooling filter | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.1: Identify masonry safety practices | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| H.2: Set forms | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.3: Mix concrete | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.4: Patch and/or repair concrete | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.5: Pour and finish concrete | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.6: Mix mortar | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# Building Maintenance

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| H.7: Remove, repair and/or replace blocks | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.8: Remove, repair and/or replace bricks | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.9: Install masonry anchors | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

# *Building Maintenance*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 1.1: Identify safety practices for servicing grounds maintenance equipment | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| 1.2: Change oil, filters and service breather | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 1.3: Remove, service and replace spark plugs | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 1.4: Sharpen and balance blades; lubricate spindle assemblies | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Building Maintenance

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| I.5: Select and add fuel | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| I.6: Test the coil, condenser, armature and flywheel magnets | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| I.7: Remove and replace contact points and condenser | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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Competency Profile Date: 1989

# Building Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 1.8: Clean and/or replace air filter and cooling system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 1.9: Adjust and/or replace belts | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 1.10: Service battery | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# Building Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| I.11: Service trimmer | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| I.12: Clean and store grounds maintenance equipment | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| J.1: Identify grounds maintenance safety procedures | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| J.2: Mow and trim grass | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Building Maintenance*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| J.3: Prune trees, shrubs and vines | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| J.4: Prepare soil for seeding/sow seed | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| J.5: Plant and/or replace shrubs and ornamentals | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# Building Maintenance

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| J.6: Mix, apply and store fertilizer | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| J.7: Identify weed-control procedures | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| J.8: Identify procedures for use of pesticides | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# Building Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| K.1: Demonstrate an understanding of VICA, its structure and activities | CA.1: speaking and writing standard English (including grammar, usage, punctuation, * spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| K.2: Demonstrate an understanding of one's personal values | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| K.3: Perform tasks related to effective personal management skills | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| K.4: Demonstrate interpersonal skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| K.5: Demonstrate etiquette and courtesy | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| K.6: Demonstrate effectiveness in oral and written communications | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| K.7: Develop and maintain a code of professional ethics | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| K.8: Maintain a good professional appearance | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| K.9: Perform basic tasks related to securing and terminating employment | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| K.10: Perform basic parliamentary procedures in a group meeting | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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An asterisk (*) in the curriculum frameworks column(s) indicates all "to do" statements in that section are applicable. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Cabinetmaking*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.1: Demonstrate good safety practices | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.2: Demonstrate safe housekeeping practices | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| A.3: Identify and use measuring and layout tools | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| A.4: Read a rule | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| A.5: Calculate linear feet | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| A.6: Calculate square feet | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| A.7: Calculate board feet | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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# Cabinetmaking

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | |
| A.8: Calculate material costs | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| A.9: Identify and properly use hand tools | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| A.10: Use pneumatic tools safely | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.11: Identify and use nails and fasteners | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.2: properties and principles of force and motion | 1.1: Develop questions and ideas to initiate and refine research<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.12: Identify wood species and grades | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.3: characteristics and interactions of living organisms | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |

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# Cabinetmaking

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| A.13: Identify types and grades of sheet material | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| A.14: Maintain/service hand tools | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# Cabinetmaking

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.15: Identify job opportunities in the area of cabinetmaking | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.8: Explore, prepare for and seek educational and job opportunities |
| B.1: Demonstrate safe use of portable air/electric tools | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.2: Set up and operate table saw safely and accurately | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.3: Set up and operate radial arm saw safely and accurately | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| B.4: Set up and operate drill press safely and accurately | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.5: Set up and operate jointer safely and accurately | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.6: Set up and operate planer safely and accurately | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.7: Set up and operate band saw safely and accurately | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

| KEY: | | |
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| B.8: Set up and operate sanding machine safely and accurately | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC 8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.9: Set up and operate shaper safely and accurately | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC 8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.10: Set up and operate bench grinder safely and accurately | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC 8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.11: Maintain/service power tools and equipment | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC 8: impact of science, technology and human activity on resources and the environment | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# Cabinetmaking

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| C.1: Identify types of joints used in cabinetmaking | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.2: Lay out, cut and construct a butt joint | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.3: Lay out, cut and construct a dado joint | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.4: Lay out, cut and construct a rabbet joint | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.5: Lay out, cut and construct a lap joint | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.6: Lay out, cut and construct a miter joint | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.7: Lay out, cut and construct a spline joint | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# Cabinetmaking

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | |
| C.8: Lay out, cut and construct a mortise-and-tenon joint | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.9: Install dowels in common wood joints | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.1: Identify various types of wood glues, their uses and precautions | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| D.2: Use clamps (e.g. bar, hand-screw, C, webbing and spring) during gluing operations | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| E.1: Identify component parts of a cabinet | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |

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# Cabinetmaking

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| E 2: Identify styles of cabinets | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA 2: the principles and elements of different art forms | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| E 3: Draw cabinetmaking plans for a kitchen | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| E 4: Draw cabinetmaking plans for a bathroom | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| E 5: Identify cabinet hardware and its uses | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| E 6: Read a blueprint | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| E.7: Prepare a layout and cut sheet | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| E.8: Estimate materials and costs from a blueprint and/or cut sheet | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.1: Lay out and cut component parts of cabinets | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |

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Competency Profile Date: 1989

# Cabinetmaking

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | |
| F.2: Lay out and cut component parts of face framing | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| F.3: Lay out and cut component parts of doors | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| F.4: Lay out and cut component parts of drawers | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| G.1: Cut joints and assemble component parts of a cabinet | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# Cabinetmaking

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G.2: Cut joints and assemble component parts of face frames | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.3: Cut joints and assemble component parts of a door | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G 4: Cut joints and assemble component parts of drawers | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G 5: Install cabinet hardware | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| H 1: Identify types and grades of abrasive materials | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| H 2: Sand and prepare for finishing | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| H 3: Identify stains and application procedures | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| H 4: Identify finishes, their uses and precautions | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| H 5: Apply finishes | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| I 1: Identify plastic laminates and their uses | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| I 2: Identify laminate adhesives, their uses and precautions | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

# Cabinetmaking

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 2.7: Use technological tools to exchange information and ideas |
| I.3: Apply laminate adhesives | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| J.1: Identify types of countertops | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| J.2: Lay out and cut countertops | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| J.3: Construct countertop with laminated plastics | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| K 1: Prepare cabinetry for transportation | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | |
| K 2: Use various fasteners and leveling devices to install cabinets | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.1: Develop questions and ideas to initiate and refine research<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| K 3: Install countertop | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| K 4: Install molding and trim | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| L 1: Demonstrate understanding of VICA, its structure and activities | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| L 2: Demonstrate understanding of one's personal values | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| L 3: Perform tasks related to effective personal management skills | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| L 4: Demonstrate interpersonal skills | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

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# Cabinetmaking

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| L.5: Demonstrate etiquette and courtesy | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| L.6: Demonstrate effectiveness in oral and written communications | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| L.7: Develop and maintain code of professional ethics | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| L.8: Maintain good professional appearance | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| L.9: Perform basic tasks related to securing and terminating employment | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.10: Perform basic parliamentary procedures in group meetings | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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NOTES: * = Essential competencies (essential for the first day on the job). The numbers in brackets [e.g., A01] reflect the IDs used in computerized tracking software. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Carpentry*

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 01.1: *Demonstrate appropriate safety practices [A01] | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.2: Demonstrate knowledge of first-aid techniques [A14] | HP.1: structures of, functions of, and relationships among human body systems<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations<br>SC.3: characteristics and interactions of living organisms<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.3: Analyze the duties and responsibilities of individuals in societies |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.3: *Identify and use measuring and layout tools [A02] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions<br>4.8: Explore, prepare for and seek educational and job opportunities |
| 01.4: *Identify proper use and care of power and hand tools [A04] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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|---|---|---|
| | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.5: *Identify and use nails and fasteners [A05] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC 2: properties and principles of force and motion | 1.1: Develop questions and ideas to initiate and refine research<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.6: Use pneumatic tools safely [A06] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC 2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.7: *Estimate linear measurement, area and volume [A15] | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA 4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 01.8: Construct scaffolding according to local, state and/or national legislation [A10] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 4: principles of movement and physical fitness<br>HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS 3: principles and processes of governance systems<br>SS 6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 01 9: Identify purposes of building codes, zoning laws and building permits [A13] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC 8: impact of science, technology and human activity on resources and the environment<br>SS 3: principles and processes of governance systems<br>SS 5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS 6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 02 1: Read and interpret working drawings [B01] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 02 2 Interpret blueprint symbols [B02] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 02 3 'Identify the steps of the building process [B03] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 02 4 Estimate material and labor costs [B07] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 3: data analysis, probability and statistics<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| 02 5 Identify grades of lumber and plywood [B05] | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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|---|---|---|
|  | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC 3: characteristics and interactions of living organisms<br>SC 4: changes in ecosystems and interactions of organisms with their environments<br>SC 8: impact of science, technology and human activity on resources and the environment | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 02.6: Interpret information from span chart [B08] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 3: data analysis, probability and statistics<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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|---|---|---|
| 02.7: Practice techniques for quality control of construction materials (e.g., slump and compaction tests) [B09] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 02.8: Organize building materials [B06] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

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|---|---|---|
| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 03.1: *Establish level/grade using appropriate instrumentation [C04] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 03.2: Lay out building [C03] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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|---|---|---|
| 03.3 Identify resources for utility locate [C05] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 04.1: Construct footing forms [D01] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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|---|---|---|
| | | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 04.2: Install keyway for footing and foundation (D02) | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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1133

# Carpentry

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 04.3 Erect plywood panel or manufactured wall forms [D14] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 4: principles of movement and physical fitness<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 2: properties and principles of force and motion<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS 6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 04.4 Strip and clean forms [D07] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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|---|---|---|
| | | 3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 04.5: Lay out and install anchor bolts [D08] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 04.6: Install bulkhead [D09] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 04.7: Install expansion and contraction joint [D10] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 04.8 Waterproof foundation [D12] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 04.9 Install appropriate foundation drainage [D15] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 04.10: Build and install forms/screeds for horizontal concrete (slab on grade) [D16] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 4: principles of movement and physical fitness<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 2: properties and principles of force and motion<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS 6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.1: Install termite shield [E01] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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|---|---|---|
| 05.2: *Install beam [E03] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.3: *Install sill plate and sealer [E04] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace |

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|---|---|---|
| | | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.4: *Lay out floor joist system [E10] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

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| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.5: *Construct box sill [E05] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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|---|---|---|
| 05.6: *Install floor joists or truss system [E06] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.7: *Frame floor opening [E07] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.8 *Install subfloor and underlayment [E11] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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| | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.9: *Install cross-bridging or strongback [E09] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.10: Lay out, cut and install stringers [E12] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.11: Install treads and risers [E13] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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| | | 3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.1 *Lay out walls and framing members [F09] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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|---|---|---|
| 06.2: *Construct corner post [F01] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.3: *Construct stud partitions and walls [F10] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.4: *Frame openings (load-bearing vs. non load-bearing) [F03] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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|---|---|---|
|  |  | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.5: 'Install wind bracing [F04] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 06.6: *Align and brace wall [F05] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.7: *Install exterior wall sheathing [F07] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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|---|---|---|
| | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS 6: relationships of the individual and groups to institutions and cultural traditions | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.8: Install metal studs [F08] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS 6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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|---|---|---|
| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 07.1: Lay out ceiling joist system [G20] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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|---|---|---|
| | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 07.2: Install ceiling joists [G01] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 07.3: Lay out, cut and install common rafter systems [G03] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 07.4: *Install roof [G21] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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|---|---|---|
| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 07.5: Construct gable roof system [G22] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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## Carpentry

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 07.6: Lay out, cut and install gable studs [G12] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| 07.7: *Apply roof sheathing [G14] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 07.8: Frame roof openings [G16] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 08.1: *Install roofing felt [H01] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 08.2: Apply proper ventilation techniques and weather tightness techniques [H18] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC 4: changes in ecosystems and interactions of organisms with their environments<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 08.3: Install flashing (e.g., chimney, step and valley) [H19] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 08.4: *Install roof vent [H05] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 08.5: Install drip cap [H06] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

# *Carpentry*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 08.6: *Install composite shingle systems [H20] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 08.7: Install ridge vent [H13] | | |
| 09.1: Install wood jamb window unit [I01] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 09.2: Case exterior opening [I03] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.3: Install pre-hung exterior door [I06] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.4: Set metal window/door frames [I26] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.5: Install drip cap over doors or windows [I07] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.6: Install louvers/shutters [I27] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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|---|---|---|
| 09.7: Install metal or vinyl siding [I09] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.8: Install wood siding [I10] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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|---|---|---|
| 09.9 Install metal or vinyl soffit/fascia [I28] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.10 Install wood soffit/fascia [I29] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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| | | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.11: Install columns [130] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.12: Install storm doors and windows [118] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace |

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| | SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.13: Apply caulk and glazing compounds [I20] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| 09.14: Lay out, cut and install porches and decks [I25] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.1: Install batt insulation [J05] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.2: Install vapor barrier [J06] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC 4: changes in ecosystems and interactions of organisms with their environments | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.3 Install interior door jambs and doors (e.g., pre-hung, double-acting, accordion, bypass, bifold, pocket) [J42] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | |
| 10.4: *Install case and base trim [J43] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.5: Install door hardware and accessories [J44] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements |

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# *Carpentry*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.6: *Hang drywall (gypsum) over wood or metal studs [J07] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# Carpentry

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 10.7 Install wall paneling [J34] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.8 Install closet, kitchen and bathroom accessories [J45] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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# *Carpentry*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.1: *Demonstrate safe electrical working habits [M01] | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.2: Apply the basic fundamentals of electricity, including national and local electrical codes [M02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 11.3: Apply proper wiring techniques [M03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 11.4: Install/route wiring and components [M04] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| 11.5: Install/route GFCIs (ground-fault circuit interrupters) [M05] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| 11.6: Install devices, fixtures and appliances [M06] | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| 12.1: Identify characteristics of a mason and opportunities in the trade [N01] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP 1: structures of, functions of, and relationships among human body systems<br>HP 4: principles of movement and physical fitness | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| 12.2: Demonstrate proper installation and use of scaffolding [N02] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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|---|---|---|
| | HP.4: principles of movement and physical fitness<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.3: principles and processes of governance systems<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 12.3: Identify and use appropriate hand/power tools [N03] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

# Carpentry

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 12.4: Identify and select appropriate masonry products [N04] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 12.5: Practice proper anchoring and reinforcing procedures [N05] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 2: properties and principles of force and motion<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC 8: impact of science, technology and human activity on resources and the environment<br>SS 5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple premises<br>3.7: Evaluate the extent to which a strategy addresses the problem |

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|---|---|---|
| | | 3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 12.6: Identify and select reinforcing materials [N06] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 2: properties and principles of force and motion<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC 8: impact of science, technology and human activity on resources and the environment<br>SS 5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 12.7: Identify components of chimneys, fireplaces and wood burning stoves [N07] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 2: properties and principles of force and motion<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC 8: impact of science, technology and human activity on resources and the environment<br>SS 5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# *Carpentry*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 13.1: Safely operate fuel air torch [O01] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 13.2: Identify plumbing terminology (e.g., code applications) [O02] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| 13.3: Interpret a blueprint/plumbing layout [O03] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.4: Identify and select appropriate plumbing materials [O04] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story telling, debates, lectures, multi-media productions)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 13.5: Identify and use appropriate hand and power tools [O05] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 13.6: Locate and prepare for plumbing lines and fixtures [O06] | | |
| 13.7: Install backing for fixtures [O07] | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 14.1: Describe general components of an HVAC system and how it functions (e.g., trunk lines for heat and return air, feeders, branch ducts, venting, power/fuel supply) [P01] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC 1: properties and principles of matter and energy<br>SC 2: properties and principles of force and motion<br>SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 14.2: Locate and prepare for an HVAC system [P02] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC 5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 15.1: Demonstrate an understanding of VICA, its structure and activities [L01] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| 15.2: Demonstrate an understanding of one's personal values [L02] | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 15.3: Perform tasks related to effective personal management skills [L03] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 15.4: Demonstrate interpersonal skills [L04] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| 15.5: Demonstrate etiquette and courtesy [L05] | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 15.6: Demonstrate effectiveness in oral and written communication [L06] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| 15.7: Develop and maintain a code of professional ethics [L07] | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 15.8: Maintain a good professional appearance [L08] | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| 15.9: Perform basic tasks related to securing and terminating employment [L09] | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| 15.10: Perform basic parliamentary procedures in a group meeting [L10] | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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NOTE: Some competencies were deleted in 1990 (B, C, D4, D6, J, K3, M). **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Commercial Art*

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A 1: Demonstrate proper uses of T-square | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| A 2: Demonstrate proper uses of triangles | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| A 3: Demonstrate proper uses of drafting knives | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms<br>FA 4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| A 4: Demonstrate proper uses of scissors | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| A 5: Demonstrate proper uses of tech pens | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| A 6: Demonstrate proper uses of sharpeners | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 3.1: Identify problems and define their scope and elements |
| A 7: Demonstrate proper uses of pencils | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| A 8: Demonstrate proper uses of erasers | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| A 9: Demonstrate proper uses of tapes | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| A 10: Demonstrate proper uses of paper | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| A 11: Demonstrate proper uses of fixatives | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| A 13: Demonstrate proper uses of markers | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Commercial Art

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A 14: Demonstrate proper uses of ink | | |
| A 15: Demonstrate proper uses of paint | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| A 16: Demonstrate proper uses of individually selected materials | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| A 17: Demonstrate proper use of individually selected equipment | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| A 18: Demonstrate proper use of individually selected camera | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| D 1: Design logo | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| D 2: Design business card | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others |
| D 3: Design letterhead | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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# Commercial Art

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others |
| D 5: Produce line drawings | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| E 1: Develop freelance production art for business/industry | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 7: identifying and evaluating relationships between language and culture<br>FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| E 2: Produce art for in-school production | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.5: Perform or produce works in the fine and practical arts<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| E 3: Produce display/bulletin boards | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.5: Perform or produce works in the fine and practical arts<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| E 4: Produce commercial art/advertising design self-promotion | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements |

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# Commercial Art

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| F.1: Prepare rough layouts | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.5: Perform or produce works in the fine and practical arts<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| F.2: Prepare full color comprehensive layouts | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.5: Perform or produce works in the fine and practical arts |
| F.3: Prepare book cover designs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| F.4: Prepare magazine advertisements | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.7: Use technological tools to exchange information and ideas<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

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# Commercial Art

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| F.5: Prepare multi-page programs | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.7: Use technological tools to exchange information and ideas<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| F.6: Prepare flyers | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| F.7: Prepare posters | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.5: Perform or produce works in the fine and practical arts |
| F.8: Prepare repeat design (i.e. wallpaper) | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA 2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| F.9: Prepare T-shirt designs | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.2: Review and revise communications to improve accuracy and clarity |

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## Commercial Art

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 2.5: Perform or produce works in the fine and practical arts |
| F.10: Prepare black-and-white illustrations | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.5: Perform or produce works in the fine and practical arts |
| F.11: Design point of purchase/billboard signs | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts |
| G.1: Identify planning methods | FA.2: the principles and elements of different art forms<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.2: Produce keyline art | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.3: Produce overlay art | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.4: Produce mechanical color separation | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Commercial Art

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G.5: Produce pasteup with type/photos | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.6: Produce screen tint art | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.7: Produce printer specs | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.8: Crop and scale photos | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| H.1: Identify/illustrate one-point perspective | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| H.2: Identify/illustrate two-point perspective | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |

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Competency Profile Date: 1990

# *Commercial Art*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| H.3: Identify/illustrate multi-point perspective | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| I.1: Produce story illustration creation | CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.1: Develop questions and ideas to initiate and refine research |
| I.2: Produce enlarged product illustration | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.1: Develop questions and ideas to initiate and refine research |
| I.3: Produce technical cross-section illustration | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.1: Develop questions and ideas to initiate and refine research |
| K.1: Create a character | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.2: Produce one-frame/strip cartoon | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.1: Demonstrate proper use of vocabulary | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| L.2: Illustrate key symbols/signs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.4: Use technological tools and other resources to locate, select and organize information |

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# Commercial Art

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| L.3: Identify production planning and related costs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 2.2: Review and revise communications to improve accuracy and clarity<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| N.1: Identify methods of finding a job | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.8: Explore, prepare for and seek educational and job opportunities |
| N.2: Identify methods of finding a school | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| N.3: Identify methods of keeping a job | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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# *Commercial Art*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

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|---|---|---|
| N.4: Identify methods of growing/improving | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| O.1: Identify and select materials | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| O.2: Prepare presentation | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.8: Explore, prepare for and seek educational and job opportunities |
| O.3: Prepare for job interview | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.8: Explore, prepare for and seek educational and job opportunities |
| O.4: Prepare resume | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Commercial Art

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.8: Explore, prepare for and seek educational and job opportunities |
| P.1: Demonstrate an understanding of VICA, its structure and activities | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| P.2: Demonstrate an understanding of one's personal values | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| P.3: Perform tasks related to effective personal management skills | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| P.4: Demonstrate interpersonal skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| P.5: Demonstrate etiquette and courtesy | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| P.6: Demonstrate effectiveness in oral and written communication | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

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|---|---|---|
| P.7: Develop and maintain code of professional ethics | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| P.8: Maintain good professional appearance | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| P.9: Perform basic tasks related to securing and terminating employment | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| P.10: Perform basic parliamentary procedures in group meetings | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Q.1: Demonstrate handlettering | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| Q.2: Produce calligraphy | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| Q.3: Produce ruled forms | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| Q.4: Produce spot illustration | FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| R.1: Identify type styles and structure | FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA 4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines<br>FA.5: visual and performing arts in historical and cultural contexts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences |
| R.2: Identify methods of copyfitting, mark-up and proofreading | FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines<br>FA.5: visual and performing arts in historical and cultural contexts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences |
| S.1: Identify hardware and basic functions/operations | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>FA.2: the principles and elements of different art forms | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| S.2: Identify software programs and uses | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.7: Use technological tools to exchange information and ideas |

**(NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide Lessons.)

# Cosmetology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.1: Demonstrate the ability to work safely | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control | 1.1: Develop questions and ideas to initiate and refine research<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.2: Demonstrate the ability to keep a clean, orderly, and safe work area | HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness | 1.1: Develop questions and ideas to initiate and refine research<br>1.4: Use technological tools and other resources to locate, select and organize information<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.3: Operate a fire extinguisher | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.4: Qualify in basic first aid procedures | HP.7: responses to emergency situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.5: Pass Red Cross First Aid test | HP.7: responses to emergency situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.6: Complete safety test | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.1: Identify professional ethics in Cosmetology | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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# Cosmetology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| B.2: Identify essentials of personal grooming | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control | 3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.3: Identify professional attitude for the Cosmetologist | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.1: Identify types of equipment and implements | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 3.1: Identify problems and define their scope and elements<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.2: Demonstrate the ability to operate equipment correctly | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.1: Identify definitions pertaining to sanitation | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.2: Identify methods of sterilization and sanitation | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.8: impact of science, technology and human activity on resources and the environment | |
| D.3: Identify physical and chemical agents | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.4: Demonstrate setting up a wet and dry sanitizer (Ultra-violet ray) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.5: Demonstrate when chemical sanitizing agents are used | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.3: diseases and methods for prevention, treatment and control<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| D.6: Make a chart - "preparations for making percentage solutions" | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>SC.1: properties and principles of matter and energy | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.7: Make a chart - "disinfectants commonly used in beauty salons" | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>SC.1: properties and principles of matter and energy | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.8: Make a chart - "antiseptics commonly used in beauty salons" | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>SC.1: properties and principles of matter and energy | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.9: Identify safety precautions | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.7: responses to emergency situations<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.10: Identify sanitizing rules | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements |

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# Cosmetology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>SC.1: properties and principles of matter and energy<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.11: Identify public sanitation | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.1: Identify three forms of bacteria | HP.3: diseases and methods for prevention, treatment and control<br>SC.3: characteristics and interactions of living organisms | 1.1: Develop questions and ideas to initiate and refine research<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| E.2: Identify pathogenic and non-pathogenic bacteria | SC.3: characteristics and interactions of living organisms | 1.1: Develop questions and ideas to initiate and refine research<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| E.3: Identify how the body fights infection | HP.1: structures of, functions of, and relationships among human body systems<br>HP.3: diseases and methods for prevention, treatment and control<br>SC.3: characteristics and interactions of living organisms | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>3.1: Identify problems and define their scope and elements |
| E.4: Identify plant and animal parasites | HP.3: diseases and methods for prevention, treatment and control<br>SC.3: characteristics and interactions of living organisms | 3.1: Identify problems and define their scope and elements |
| F.1: Identify pH of shampoos | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>SC.1: properties and principles of matter and energy | 1.1: Develop questions and ideas to initiate and refine research<br>4.1: Explain reasoning and identify information used to support decisions |
| F.2: Identify types of shampoos | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>SC.1: properties and principles of matter and energy | 1.1: Develop questions and ideas to initiate and refine research<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.1: Explain reasoning and identify information used to support decisions |

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Competency Profile Date: 1989

# Cosmetology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| F.3: Give shampoo | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.4: principles of movement and physical fitness<br>SC.1: properties and principles of matter and energy | 1.1: Develop questions and ideas to initiate and refine research<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |
| F.4: Demonstrate safety when giving shampoo | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.5: Apply cream rinse | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.1: Explain reasoning and identify information used to support decisions |
| G.1: Drape a patron | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.4: Evaluate the processes used in recognizing and solving problems |
| G.2: Brush hair for scalp treatment | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| G.3: Perform scalp manipulations | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| G.4: Apply high frequency treatments to scalp | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| G.5: Apply heat cap treatments | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

1641

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1642

# Cosmetology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| H.1: Identify scalp disorders | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| H.2: Identify scalp diseases | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| H.3: Suggest treatments for scalp | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| I.1: Fingerwave the back of head from ear to ear | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

1643

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1644

# *Cosmetology*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| I.2: Fingerwave the entire head of hair using a side part | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| I.3: Place a vertical fingerwave on side of a head | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| I.4: Place a shadow wave on the back of the head from ear to ear | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.1: Place ridge curls in set | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.2: Place sculptured curls in a shaping | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.3: Place row of full stem curls in a shaping | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.4: Place row of half stem curls in a shaping | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.5: Place row of no stem curls in a shaping | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.6: Place a row of stand-up curls | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.7: Place a row of barrel curls | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.8: Place flare curls on top of a head | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.9: Form a brush wave on side and back of head | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.10: Form a skip wave on side and back of head | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual pr | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | esentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.11: Complete a basic set using various types of pin curls | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| K.1: Place rollers on base, off base, and half base | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| K.2: Place rollers for half bang | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| K.3: Place rollers for hair to go back on top | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| K.4: Place rollers on crown of head using triangle base | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| K.5: Place vertical rollers in back to create design and wave pattern | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| L.1: Apply basic comb out techniques | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| L.2: Tease hair | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| L.3: Back comb hair | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| L.4: Back brush hair | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| M.1: Section hair for a basic hair cut using bone structure of face and head as a guide | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| M.2: Identify guidelines for a basic hair cut | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| M.3: Cut a one length style with low elevation using scissors | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| M.4: Cut a basic style using scissors | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| M.5: Cut a basic style using razor | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| M.6: Cut a style with high elevation (layered style) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| M.7: Thin hair using taper scissors | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# Cosmetology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | |
| M.8: Thin hair using razor | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| M.9: Perform neckline cut | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| M.10: Give a man's basic haircut | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| M.11: Give a child's cut | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# *Cosmetology*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | FA.2: **the principles and elements of different art forms**<br>FA.3: **the vocabulary to explain perceptions about and evaluations** of works in dance, music, **theater and visual arts**<br>MA.2: **geometric and spatial sense** involving **measurement (including** length, area, volume), **trigonometry, and similarity and transformations of shapes**<br>MA.4: **patterns and relationships** within and among **functions and algebraic**, geometric and trigonometric concepts<br>MA.6: **discrete mathematics** (such as graph theory, **counting techniques**, matrices) | 3.1: **Identify problems and define their scope and elements**<br>3.2: **Develop and apply strategies based on ways others have prevented** or solved **problems**<br>3.4: Evaluate the processes used in recognizing and solving problems |
| N.1: Demonstrate use of microscope | CA.3: **reading and evaluating** nonfiction works and **material (such as biographies, newspapers, technical manuals)**<br>CA.5: **comprehending and evaluating** the content and **artistic aspects** of oral and visual **presentations (such as story-telling, debates**, lectures, **multi-media** productions)<br>HP.5: **methods used to assess health**, reduce risk **factors, and avoid high** risk behaviors (such **as violence**, tobacco, alcohol and other drug use) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |
| N.2: Demonstrate use of trichogram | CA.3: **reading and evaluating** nonfiction works and **material (such as biographies, newspapers, technical manuals)**<br>CA.5: comprehending and evaluating the content and **artistic aspects** of oral and visual presentations (such as story-telling, debates, lectures, **multi-media** productions)<br>MA.4: **patterns** and relationships within and among **functions and algebraic**, geometric and trigonometric concepts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |
| N.3: Identify type of hair analysis chart to be used | CA.3: **reading and evaluating** nonfiction works and **material (such as biographies, newspapers, technical manuals)**<br>CA.4: **writing** formally (such as reports, narratives, **essays) and informally** (such as **outlines, notes)**<br>CA.5: comprehending and evaluating the content and **artistic aspects** of oral and visual presentations (such as story-telling, debates, lectures, **multi-media** productions) | 1.4: **Use technological tools and other resources to locate, select and organize information**<br>1.6: **Discover and evaluate patterns and relationships in information, ideas and structures**<br>1.8: **Organize data, information and ideas into useful forms** (including **charts, graphs, outlines) for analysis or presentation**<br>3.1: **Identify problems and define their scope and elements**<br>3.6: **Examine problems and proposed solutions from multiple perspectives** |
| **N.4: Identify** and demonstrate treatment to be used on **hair** | CA.3: **reading and evaluating** nonfiction works and **material (such as biographies, newspapers, technical manuals)**<br>CA.4: **writing** formally (such as reports, narratives, **essays) and informally** (such as **outlines, notes)**<br>CA.5: comprehending and evaluating the content and **artistic aspects** of oral and visual presentations (such as story-telling, debates, lectures, **multi-media** productions) | 1.4: **Use technological tools and other resources to locate, select and organize information**<br>1.6: **Discover and evaluate patterns and relationships in information, ideas and structures**<br>1.8: **Organize data, information and ideas into useful forms** (including charts, graphs, **outlines) for analysis or presentation**<br>3.1: **Identify problems and define their scope and elements**<br>3.6: **Examine problems and proposed solutions from multiple perspectives** |

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# Cosmetology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| N.5: Demonstrate hair analysis records | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| O.1: Identify implements for manicure | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| O.2: Arrange implements and materials for manicure | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| O.3: Demonstrate how to sanitize implements | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| O.4: Give a plain manicure | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| O.5: Give a hot oil manicure | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| O.6: Repair a broken nail | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| O.7: Apply sculpture nails | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| O.8: Give a man's manicure | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| O.9: Give an arm and hand massage | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| O.10: Identify safety measures in manicuring | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| P.1: Identify nail disorders | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>4.1: Explain reasoning and identify information used to support decisions |
| P.2: Identify nail diseases | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>4.1: Explain reasoning and identify information used to support decisions |
| P.3: Identify parts of a nail | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outline | 2.3: Exchange information, questions and ideas while recognizing the perspectives of oth |

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|---|---|---|
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | s, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | ers<br>3.1: Identify problems and define their scope and elements<br>4.1: Explain reasoning and identify information used to support decisions |
| P.4: Identify various shapes of nail growth | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>4.1: Explain reasoning and identify information used to support decisions |
| Q.1: Section hair using a center part | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| Q.2: Wrap the two top sections going forward | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Q.3: Wrap side with vertical rods | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Q.4: Wrap side with horizontal rods | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Q.5: Identify type of permanent wave lotion for three textures of hair | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.1: properties and principles of matter and energy | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| Q.6: Identify type of permanent wave lotion for tinted and bleached hair | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| Q.7: Give a permanent wave | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

# Cosmetology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| R.1: Blow dry hair using vent brush | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions |
| R.2: Blow dry hair using round brush | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions |
| R.3: Air wave hair using comb in left hand, dryer in right hand | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions |
| R.4: Do complete style using air waving method | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions |
| S.1: Give a hard press | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions |
| S.2: Give a soft press | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions |
| S.3: Identify when to give a hard and soft press | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outline | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and au |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | s, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | diences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions |
| S.4: Thermal curl hair | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions |
| S.5: Demonstrate a croquignole curl | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions |
| S.6: Demonstrate a spiral curl | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions |
| T.1: Section hair for a chemical relaxer | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| T.2: Straighten hair using thin chemical relaxer | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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|---|---|---|
| T.3: Straighten hair using sodium hydroxide relaxer | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| T.4: Demonstrate wrapping a permanent wave on chemically straightened hair | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| T.5: Demonstrate relaxing a head of hair and wrapping a permanent wave on it | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| T.6: Identify when to use a thin or acid wave | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| U.1: Arrange implements/materials for a pedicure | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| U.2: Give a pedicure | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| U.3: Give a foot massage | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| V.1: Identify the histology of skin | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>SC.3: characteristics and interactions of living organisms | 3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| V.2: Drape patron for a facial | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| V.3: Demonstrate how to clean a face | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| V.4: Demonstrate facial manipulations | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| V.5: Give a plain facial | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| V.6: Give a facial pack or mask | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| V.7: Identify purpose and types of facial treatment | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>4.1: Explain reasoning and identify information used to support decisions |
| V.8: Identify purpose of using skin care machine | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.1: Explain reasoning and identify information used to support decisions |
| V.9: Demonstrate how to use skin care machine | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| V.10: Give skin care treatment | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| V.11: Practice safety measures when working with machine | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| W.1: Identify shapes of eyes and eyebrows | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| W.2: Arrange implements and materials | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| W.3: Give lash and brow dye | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.2: Review and revise communications to improve accuracy and clarity<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

**KEY:**
* = may use all "to do" statements
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98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# Cosmetology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| W.4: Practice safety measures for lash and brow dye | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| X.1: Measure the face | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>4.1: Explain reasoning and identify information used to support decisions |
| X.2: Identify the balance of the face | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>4.1: Explain reasoning and identify information used to support decisions |
| X.3: Demonstrate correct color of base to be used | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| X.4: Apply daytime makeup | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| X.5: Demonstrate coordination of colors in makeup and clothes | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| X.6: Apply evening makeup | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines<br>HP.3: diseases and methods for prevention, treatment and control | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) |  |
| X.7: Apply individual lashes | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| X.8: Apply strip lashes | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas |  |
| Y.1: Apply wax depilatory | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Y.2: Apply chemical depilatory | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Y.3: Match types of hair removal to correct procedure | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Y.4: Match implements to the correct functions | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Y.5: Practice safety measures | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# *Cosmetology*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations | |
| Z.1: Identify a proper diet for healthy hair and skin | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Z.2: Identify foods that can cause a problem with hair and skin | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Za.1: Identify color wheel | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 4.1: Explain reasoning and identify information used to support decisions |

# Cosmetology

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.6: participating in formal and informal presentations and discussions of issues and ideas | |
| Za.2: Identify levels of color | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.1: Explain reasoning and identify information used to support decisions |
| Za.3: Identify families of color | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.1: Explain reasoning and identify information used to support decisions |
| Za.4: Identify manufacturers of hair color | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.1: Explain reasoning and identify information used to support decisions |
| Za.5: Demonstrate a strand test | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.1: Explain reasoning and identify information used to support decisions |
| Za.6: Apply a temporary color | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Za.7: Apply semi permanent color | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Za.8: Apply henna pack | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Za.9: Apply a tint retouch with a brush | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Za.10: Apply a tint retouch with a bottle | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Za.11: Apply a virgin tint | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Za.12: Apply a filler and color for a tintback | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Za.13: Identify safety measures in hair coloring | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| Zb.1: Highlight hair with use of vent brush | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Zb.2: Frost hair using a frosting cap | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Zb.3: Foil hair | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Zb.4: Streak hair | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

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# Cosmetology

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Zb.5: Give a bleach retouch | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Zb.6: Apply a toner | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| Zb.7: Identify safety measures in hair lightening | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| Zc.1: Clean a wig | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Zc.2: Style a wig | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Zc.3: Measure for a wig | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |

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Competency Profile Date: 1989

# Cosmetology

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Zd.1: Identify cellular structure | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.3: characteristics and interactions of living organisms | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| Zd.2: Identify skeletal system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| Zd.3: Identify functions of the muscular system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| Zd.4: Identify effects of nervous system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| Zd.5: Identify functions of the circulatory system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| Zd.6: Identify functions of the respiratory system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| Zd.7: Identify functions of the digestive system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| Zd.8: Identify effects of nutrition on the body | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.4: Evaluate the processes used in recognizing and solving problems |
| Zd.9: Identify bones and muscles of the face | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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# Cosmetology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Zd.10: Identify bones of the arms and hands | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| Zd.11: Distinguish between sensory and motor nerves | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| Zd.12: Identify the circulatory system of the face and head | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| Ze.1: Give the definition for chemistry | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| Ze.2: Give the definition for matter | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| Ze.3: Give the definition for atoms | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| Ze.4: Give the definition for molecules | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| Ze.5: Explain the forms of matter | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| Ze.6: Identify the four classes of compounds | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Ze.7: Identify the physical properties of matter | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| Ze.8: Identify the properties of common elements, compounds and mixtures | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| Ze.9: Explain acidity and alkalinity | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| Ze.10: Identify the chemistry of water | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| Zf.1: List procedures to open a salon | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# *Cosmetology*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Z1.2: Identify regulations, business laws, and insurance needed for opening a salon | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Z1.3: Demonstrate methods of advertising a salon | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>FA.2: the principles and elements of different art forms | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts |

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Competency Profile Date: 1989

# Cosmetology

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| ZI.4: Demonstrate techniques needed for managing a salon | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Z1.5: Perform procedures for booking appointments | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.6: Apply communication techniques to the job search and to the workplace<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Z1.6: Demonstrate good telephone usage in the salon | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Z1.7: Demonstrate how to sell services and products | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.2: the principles and elements of different art forms<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.6: Apply communication techniques to the job search and to the workplace |

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# Cosmetology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| Zg.1: Explain the purpose of State Law regarding Cosmetology | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.1: Develop questions and ideas to initiate and refine research<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States |
| Zg.2: Read and interpret State Law requirements and regulations | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>SS.3: principles and processes of governance systems | 1.1: Develop questions and ideas to initiate and refine research<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States |
| Zg.3: Demonstrate adherence to current State Law requirements and regulations | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.1: Develop questions and ideas to initiate and refine research<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| Zh.1: Demonstrate understanding of VICA, its structure and activities | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Zh.2: Demonstrate understanding of one's personal values | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.2: Conduct research to answer questions and evaluate information and ideas |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| Zh.3: Perform tasks related to effective personal management skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>2.2: Review and revise communications to improve accuracy and clarity<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| Zh.4: Demonstrate interpersonal skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.6: Apply communication techniques to the job search and to the workplace |
| Zh.5: Demonstrate etiquette and courtesy | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.6: Apply communication techniques to the job search and to the workplace |
| Zh.6: Demonstrate effectiveness in oral and written communications | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>4.1: Explain reasoning and identify information used to support decisions |
| Zh.7: Develop and maintain code of professional ethics | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace |

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# Cosmetology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Zh.8: Maintain good professional appearance | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Zh.9: Perform basic tasks related to securing and terminating employment | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.8: Explore, prepare for and seek educational and job opportunities |
| Zh.10: Perform basic parliamentary procedures in a group meeting | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SS.3: principles and processes of governance systems | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|

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Notes: Duty bands and competencies do not need to be taught in any particular order. Competencies completed will depend on the length of the course. * Indicates duty bands composed of objectives from "Applied Foodservice Sanitation: A Certification Coursebook" by The Education Foundation of the National Restaurant Association. Permission to use these competencies on the profile granted. An asterisk (*) in the curriculum frameworks column(s) indicates all "to do" statements in that section are applicable. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.1: Orient to work environment (i.e., know number of hours of work required per week, understand work shifts) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.2: Recognize lines of authority | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| A.3: Recognize specialties within service industry (i.e., know job descriptions/careers) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.4: Demonstrate proper use of terminology (i.e., chop, dice, saute') | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) |  |
| A.5: Recognize/practice ADA regulations | CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.3: data analysis, probability and statistics<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| B.1: Demonstrate knowledge of the history of culinary arts | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities<br>4.8: Explore, prepare for and seek educational and job opportunities |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| B.2: Identify professional dress as appropriate to specific jobs | CA.7: identifying and evaluating relationships between language and culture<br>HP.7: responses to emergency situations<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.3: Practice professional dress | CA.7: identifying and evaluating relationships between language and culture<br>HP.7: responses to emergency situations<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.4: Exhibit teamwork practices | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity |

| KEY: | | |
|---|---|---|
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| B.5: Demonstrate leadership qualities and skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.7: identifying and evaluating relationships between language and culture<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| B.6: Practice job keeping/job seeking skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.1: Discuss the reasons for managing a sanitary foodservice operation | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

**KEY:**
* = may use all "to do" statements
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99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.2: Define sanitation | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.3: Identify ways to promote sanitation (internally and externally) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.4: List and describe the several types of micro-organisms that cause foodborne illness (i.e., bacteria, viruses, parasites, yeasts, molds) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.5: Recognize the relationship between micro-organisms and foodborne illness | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |

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98 = same Frameworks as previous competency
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99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.6: Describe the basic environmental conditions that encourage the growth of micro-organisms (i.e., time, | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.1: Develop questions and ideas to initiate and refine research |

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98 = same Frameworks as previous competency    99 = "to know" statements may not be applicable

# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| temperature, moisture, oxygen) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) |  |
| C*.7: Identify the three major types of hazards (biological, chemical, and physical) that may cause foodborne illness | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.8: Distinguish between foodborne infection, toxin-mediated infection, and intoxication | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |

| | | |
|---|---|---|
| **KEY:** | * = may use all "to do" statements | # = same Frameworks as previous competency |
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.9: Describe symptoms and causative agents of major foodborne illnesses (i.e., salmonellosis, botulism, hepatitis A) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives |

1751

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1752

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.10: Discuss how contamination and cross-contamination of foods can occur | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C'.11: Identify the major methods for controlling foodborne illnesses | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas |

KEY: ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.12: Identify foods most commonly implicated in outbreaks of foodborne illnesses | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
|  | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.13: Identify the factors of personal hygiene essential for foodservice employees | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.14: Implement the steps used in proper hand washing | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
|  | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| C*.15: Identify situations when hand washing is necessary | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas |

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Competency Profile Date: 1994

# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| D*.1: Define the terms: hazard, risk, flow of food, and critical control point | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| D*.2: Describe the HACCP (hazard analysis critical control point) system of food safety | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.3: Describe the methods of implementing an HACCP system (assess hazards, identify critical control points, set up control procedures, monitor critical control points, take corrective actions, develop a record-keeping system, verify that system is working) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

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|---|---|---|
| | MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.4: Identify potentially hazardous foods | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D'.5: Evaluate menu items (for compatibility with staff, facility, and customer expectations) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others |

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|---|---|---|
|  | FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.6: Design a flowchart for potentially hazardous foods (includes critical control points, hazards, standards, and corrective actions if standards are not met) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.7: Design a recipe to include critical control points (i.e., batch size, use of refrigerated ingredients, proper storage of leftovers) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

KEY: * = may use all "to do" statements
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.8: Select, calibrate, and use a food thermometer | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.4: principles of movement and physical fitness | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |

1781

| KEY: | | |
|---|---|---|
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1782

# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

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Competency Profile Date: 1994

# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| D*.9: Measure internal temperatures of different foods | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| D*.10: Detect specific signs of spoilage in food shipments | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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Competency Profile Date: 1994

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| D*.11: Identify when and how to reject food deliveries | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.12: Describe proper storage conditions for different food items | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

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# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.13: Identify optimum product temperatures for foods in storage | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies |

| KEY: | |
|---|---|
| * = may use all "to do" statements | # = same Frameworks as previous competency |
| 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.14: Recognize the importance of the time-and-temperature principle | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.15: Describe the proper techniques for thawing food items | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives |

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# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.16: Identify temperatures for cooking, hot-holding, and reheating foods | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.17: Describe the proper techniques for cooling food items | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D'.18: Explain the correct procedures for serving food in a sanitary manner | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| D*.19: Identify the operating requirements for central kitchens and mobile, temporary, and vending units | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) |  |
| E*.1: Recognize design and installation features of facilities and equipment that promote cleanliness and sanitation in foodservice operations | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) |  |
| E*.2: Describe the four subjects of importance that make up the plan for a sanitary environment (construction of walls, floors, and ceilings; arrangement and design of equipment and fixtures; design of utilities; and proper solid waste management) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| E*.3: Describe methods for dealing with garbage disposal and solid waste management | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |
| E*.4: Identify general standards recommended or required for cleanliness and sanitation in foodservice operations | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |
| E*.5: Name typical products, tools, and methods for effective cleaning and sanitizing | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |
| E*.6: Identify different methods of cleaning and sanitizing | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) |  |
| E*.7: Explain the requirements for setting up a hazardous communication program (i.e., inventory supplies, label them appropriately, provide information to employees) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| E*.8: Identify primary factors to be considered and procedures to use in developing and supervising a cleaning program for your establishment and employees (i.e., survey cleaning needs, devise a master cleaning schedule, choose and collect cleaning materials, introduce program to employees, supervise program) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

1310

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| E*.9: Define integrated pest management (IPM) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |
| E*.10: Name the pests that are likely to infest a typical foodservice facility (i.e., cockroaches, flies, rodents) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.4: Use technological tools and other resources to locate, select and organize information |

# Culinary Arts

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |
| E*.11: Identify the conditions that encourage pests to enter, live, and multiply and ways these conditions can be prevented | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |
| E*.12: Describe the relationship between a PCO (pest control operator) and a foodservice manager (i.e., contracts, inspections, treatment procedures, follow-up visits) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) |  |
| F*.1: Recognize how to perform sanitation self-inspections in your establishment | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace |

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# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| F* 2: Understand the role of governmental regulation | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| F*.3: Define the terms: standard, regulation, guideline, and ordinance | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.7: responses to emergency situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| F*.4: Identify the public and private organizations concerned with foodservice sanitation | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others |

| KEY: | | |
|---|---|---|
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# Culinary Arts

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| F*.5: List the essential elements in a sanitation training program for the employees of your establishment (i.e., assess training needs, plan a training program, evaluate training outcomes) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity |

1337

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1838

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4,8: Explore, prepare for and seek educational and job opportunities |
| F*.8: Describe ways of conducting the training program to be effective and to obtain maximum benefits | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| F*.7: Prepare and evaluate training objectives for a foodservice sanitation program | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G*.1: Recognize safety hazards in your own facility (human hazards and environmental hazards) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.3: data analysis, probability and statistics<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G'.2: Explain how to eliminate those identified hazards to prevent accidents | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.3: data analysis, probability and statistics | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements |

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

| KEY: | |
|---|---|
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G*.3: Identify actions to take in emergency situations when accidents do occur (i.e., administer first aid, use the Heimlich maneuver, use fire extinguishers) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.3: data analysis, probability and statistics<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.2: continuity and change in the history of Missouri, the United States and the world | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G'.4: Define a foodservice crisis (i.e., escalating intensity, media scrutiny, interference with normal operations) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.3: data analysis, probability and statistics<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

G'.5: Define crisis management (i.e., seek to decrease likelihood of potential crises, contain and resolve an existing crisis, learn from crisis experience)

CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)

1.1: Develop questions and ideas to initiate and refine research

1.2: Conduct research to answer questions and evaluate information and ideas

1.3: Design and conduct field and laboratory investigations to study nature and society

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Competency Profile Date: 1994

1361

1362

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.3: data analysis, probability and statistics<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G*.6: Identify steps of establishing a crisis management plan (preparation, management, evaluation) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.3: data analysis, probability and statistics<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G*.7: Identify procedures to follow during and following a food borne illness outbreak (i.e., obtain information, evaluate complaint, deal with customers, regulatory personnel and media) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.3: data analysis, probability and statistics<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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|---|---|---|
| KEY: | ' = may use all "to do" statements | # = same Frameworks as previous competency |
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| **Duty Band and Task Statement** | **Knowledge (Content)** | **Performance (Goals)** |
|---|---|---|
| G*.8: Explain how to evaluate the crisis management plan after a crisis | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.3: data analysis, probability and statistics<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

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# Culinary Arts

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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|---|---|---|
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# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| H.1: Identify and use small ware (i.e., ladles, whips, knives) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>4.1: Explain reasoning and identify information used to support decisions |
| H.2: Demonstrate motor skills (i.e., use small hand tools, use a knife) | HP.1: structures of, functions of, and relationships among human body systems<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.7: Use technological tools to exchange information and ideas |
| H.3: Identify food service equipment (i.e., steamer, grill, deep fryer, broiler, range, steam table, Queen Anne) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>4.1: Explain reasoning and identify information used to support decisions |
| H.4: Clean and care for food preparation equipment | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.6: composition and structure of the universe and the motions of the objects within it<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| I.1: Identify types of produce, determine acceptability upon delivery, and handle and store appropriately | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| I.2: Identify types of dairy products, determine acceptability upon delivery, and handle and store appropriately | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements |

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99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| 1.3: Identify types of fish/seafood, determine acceptability upon delivery, and handle and store appropriately | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others |

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# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| 1.4: Identify types of poultry, determine acceptability upon delivery, and handle and store appropriately | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| 1.5: Identify types of meat, determine acceptability upon delivery, and handle and store appropriately | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| I.6: Identify types of frozen goods, determine acceptability upon delivery, and handle and store appropriately | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| I.7: Identify types of dry goods, determine acceptability upon delivery, and handle and store appropriately | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| I.8: Identify types of convenience products, determine acceptability upon delivery, and handle and store appropriately | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| J.1: Demonstrate proper use of basic dietary terminology (i.e., calories, saturated and nonsaturated fats, cholesterol) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |

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|---|---|---|---|
| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency | |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable | |

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| J.2: Identify components of the food pyramid | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| J.3: Identify basic meal menus (i.e., breakfast, lunch, dinner) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| J.4: Read and interpret labels | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| J.5: Recognize menu trends and dietary restrictions | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements |

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# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| K.1: Classify appetizers by type and characteristics (i.e., flavor, taste, ethnic origin) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies |

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|---|---|---|
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# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| K 2: Describe different types of sandwiches | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| K.3: Determine salad types and complementary dressings/sauces | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.7: identifying and evaluating relationships between language and culture<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| K.4: Classify soups, sauces, and stocks by type and characteristics (i.e., flavor, taste, ethnic origin) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

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1013

1917

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| K.5: Classify types of starch products | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.3: data analysis, probability and statistics | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

| KEY: | | |
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# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| K.6: Describe vegetable varieties | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| K.7: Describe fruit groups and their major uses | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of spacific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| K.8: Identify various forms of fish, poultry, and meats | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| K.9: Identify seasonings and their major uses | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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# Culinary Arts

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| K.10: Demonstrate knowledge of the variety of convenience products and serving methods | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.3: principles and processes of governance systems | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.1: Convert common volumes and measures in recipes | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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# *Culinary Arts*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| L.2: Apply industry weights and measures (English and metric) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.3: Demonstrate synchronization of food preparation | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.4: Use technological tools and other resources to locate, select and organize information |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.4: Garnish/display foods | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.5: Utilize leftovers (i.e., prepare casseroles, prepare specials) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.6: Prepare beverages (i.e., coffee, tea, chocolate drinks, fruit juices, punches) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace |

| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
|  | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.7: Prepare appetizers and hors d'oeuvres (hot and cold) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

| | | |
|---|---|---|
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| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1994

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.8: Prepare cheese products | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.9: Prepare convenience products (microwave) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.10: Prepare sandwiches (hot and cold) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Culinary Arts*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | |
| L.11: Prepare salads (i.e., protein/main course, pasta, vegetable, fruit, gelatin) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.12: Prepare dressings (i.e., French, mayonnaise, cooke | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spe | 1.4: Use technological tools and other resources to locate, select and organize informatio |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| d) | ling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | n<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.13: Prepare soups (i.e., stock-based, milk-based) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.14: Prepare sauces, gravies, and thickening agents | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.15: Prepare starch products (i.e., cereals, pasta, rice, potatoes) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.16: Boil eggs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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98 = same Frameworks as previous competency
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99 = "to know" statements may not be applicable

Competency Profile Date: 1994

# Culinary Arts

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.17: Fry eggs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.18: Scramble eggs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.19: Poach eggs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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1969

1970

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | |
| L.20: Prepare omelets | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.21: Prepare souffles | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spe | 1.4: Use technological tools and other resources to locate, select and organize informatio |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | ling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | n<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.22: Prepare egg batters | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.23: Prepare egg whites | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.24: Prepare yeast breads (i.e., rolls, doughnuts) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace |

**KEY:**
' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.25: Prepare quick breads (i.e., biscuits, muffins) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L 26: Prepare icings and fillings | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

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98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

1981

1982

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.27: Prepare cakes (i.e., shortened, unshortened) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.28: Prepare cookies (i.e., rolled, dropped, bar, refrigerator, pressed, spritz, bagged, molded) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | |
| L.29: Prepare pies (i.e., fruit, cream, custard, chiffon) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.30: Prepare milk-based-desserts | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spe | 1.4: Use technological tools and other resources to locate, select and organize informatio |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | lling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | n<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.31: Prepare frozen desserts | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.32: Clean vegetables and fruit | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.33: Cut vegetables and fruit | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.34: Blanche vegetables and fruit | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.35: Steam vegetables and fruit | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

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|---|---|---|
| **KEY:** | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.36: Deep fry vegetables and fruit | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.37: Saute' vegetables and fruit | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | |
| L.38: Fillet fish | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.39: Fry fish and seafood | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spe | 1.4: Use technological tools and other resources to locate, select and organize informatio |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | lling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | n<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.40: Pan fry fish and seafood | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

# Culinary Arts

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.41: Poach fish and seafood | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

**KEY:** * = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.42: Saute' fish and seafood | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace |

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# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.43: Broil fish | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.44: Stew meats and poultry | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.45: Poach poultry | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

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99 = "to know" statements may not be applicable

# Culinary Arts

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.46: Grill meats and poultry | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | |
| L.47: Broil meats and poultry | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.48: Fry meats and poultry | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spe | 1.4: Use technological tools and other resources to locate, select and organize informatio |

2019

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
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2020

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | ling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | n<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.49: Pan fry meats and poultry | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.50: Saute' meats and poultry | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.51: Bake or roast meats and poultry | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace |

# Culinary Arts

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| L.52: Braise meats and poultry | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| M.1: Identify basic table covers (i.e., a' la carte, banquet, catering) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies |

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# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| M.2: Greet guests and respond to immediate needs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | |
| M.3: Describe menu selections (i.e., know cuts of meat, know oils used to prepare food) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| M.4: Take guests' orders using suggestive selling | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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* = may use all "to do" statements
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98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 4.8: Explore, prepare for and seek educational and job opportunities |
| M.5: Demonstrate basic point-of-sale computer skills (used for logging orders) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| M.6: Perform basic serving procedures (i.e., a' la carte, banquet, catering) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| M.7: Return leftover foods to designated areas | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

2033

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2040

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| M.8: Take customer payments at table (i.e., credit cards, check, cash) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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99 = "to know" statements may not be applicable

# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| M.9: Perform basic operation of cash register (i.e., take payments, balance drawer) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |

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Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.1: principles expressed in the documents shaping constitutional democracy in the United States<br>SS.2: continuity and change in the history of Missouri, the United States and the world<br>SS.3: principles and processes of governance systems<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| M.10: Clear and clean tables properly | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

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99 = "to know" statements may not be applicable

# Culinary Arts

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| M.11: Restock wait station | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | |
| M.12: Maintain fresh and attractive food displays | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| N.1: Determine menu | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|

**Knowledge (Content)**

CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
CA.6: participating in formal and informal presentations and discussions of issues and ideas
CA.7: identifying and evaluating relationships between language and culture
FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
FA.2: the principles and elements of different art forms
FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines
FA.5: visual and performing arts in historical and cultural contexts
HP.1: structures of, functions of, and relationships among human body systems
HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
HP.3: diseases and methods for prevention, treatment and control
HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)
HP.7: responses to emergency situations
MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
MA.3: data analysis, probability and statistics
MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)
SC.1: properties and principles of matter and energy
SC.2: properties and principles of force and motion
SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)
SC.8: impact of science, technology and human activity on resources and the environment
SS.2: continuity and change in the history of Missouri, the United States and the world
SS.3: principles and processes of governance systems
SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

**Performance (Goals)**

1.4: Use technological tools and other resources to locate, select and organize information
1.5: Comprehend and evaluate written, visual and oral presentations and works
1.6: Discover and evaluate patterns and relationships in information, ideas and structures
1.7: Evaluate the accuracy of information and the reliability of its sources
1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies
1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2: Review and revise communications to improve accuracy and clarity
2.3: Exchange information, questions and ideas while recognizing the perspectives of others
2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences
2.5: Perform or produce works in the fine and practical arts
2.6: Apply communication techniques to the job search and to the workplace
2.7: Use technological tools to exchange information and ideas
3.1: Identify problems and define their scope and elements
3.2: Develop and apply strategies based on ways others have prevented or solved problems
3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
3.4: Evaluate the processes used in recognizing and solving problems
3.5: Reason inductively from a set of specific facts and deductively from general premises
3.6: Examine problems and proposed solutions from multiple perspectives
3.7: Evaluate the extent to which a strategy addresses the problem
3.8: Assess costs, benefits and other consequences of proposed solutions
4.1: Explain reasoning and identify information used to support decisions
4.3: Analyze the duties and responsibilities of individuals in societies
4.4: Recognize and practice honesty and integrity in academic work and in the workplace
4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
4.8: Explore, prepare for and seek educational and job opportunities

| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | |
| N.2: Set up buffet line | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |

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# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| N.3: Garnish, decorate, and display food | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| N.4: Maintain temperature control and food quality (restocking) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| N.5: Break down and store equipment | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control<br>HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| N.6: Return leftovers to designated areas | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.5: visual and performing arts in historical and cultural contexts<br>HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.3: diseases and methods for prevention, treatment and control | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.4: principles of movement and physical fitness<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.3: characteristics and interactions of living organisms<br>SC.4: changes in ecosystems and interactions of organisms with their environments<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others<br>4.8: Explore, prepare for and seek educational and job opportunities |
| O.1: Recognize food costs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.8: Explore, prepare for and seek educational and job opportunities |

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Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| O.2: Recognize labor costs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.8: Explore, prepare for and seek educational and job opportunities |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| O.3: Recognize management considerations for employee scheduling | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: Identifying and evaluating relationships between language and culture<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.8: Explore, prepare for and seek educational and job opportunities |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| O.4: Recognize overhead costs | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.8: Explore, prepare for and seek educational and job opportunities |
| O.5: Recognize profit/loss | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA 6: participating in formal and informal presentations and discussions of issues and ideas<br>CA 7: identifying and evaluating relationships between language and culture<br>HP 5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP 6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 3: data analysis, probability and statistics<br>MA 4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA 6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SS 4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS 5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.8: Explore, prepare for and seek educational and job opportunities |

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Competency Profile Date: 1994

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| O.6: Recognize impact of marketing and promotion | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

# Culinary Arts

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment | 3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.8: Explore, prepare for and seek educational and job opportunities |
| P.1: Demonstrate an understanding of VICA/HERO, its structure and activities | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States |

| KEY: | | |
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Competency Profile Date: 1994

# *Culinary Arts*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.3: Analyze the duties and responsibilities of individuals in societies |
| P.2: Demonstrate an understanding of one's personal values | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| P.3: Perform tasks related to effective personal management skills | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| P.4: Demonstrate interpersonal skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| P.5: Demonstrate etiquette and courtesy | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| P.6: Demonstrate effectiveness in oral and written communications | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| P.7: Develop and maintain a code of professional ethics | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| P.8: Maintain a good professional appearance | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| P.9: Perform basic tasks related to securing and terminating employment | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| P.10: Perform basic parliamentary procedures in a group meeting | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

**KEY:**
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98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

**NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# Diesel Mechanic

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.1: Operate safely in the workshop | SC.8: impact of science, technology and human activity on resources and the environment | 1.7: Evaluate the accuracy of information and the reliability of its sources |
| A.2: List shop safety rules and regulations | SC.2: properties and principles of force and motion | 3.4: Evaluate the processes used in recognizing and solving problems |
| A.3: Inspect work areas for safe work environment | SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.4: Identify and use hand and power tools | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.6: Examine problems and proposed solutions from multiple perspectives |
| A.5: Use reference books, parts books and charts | MA.3: data analysis, probability and statistics | 4.1: Explain reasoning and identify information used to support decisions |
| A.6: Perform basic mathematical calculations | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.1: Identify problems and define their scope and elements |
| A.7: Operate heavy duty diesel vehicle | SC.6: composition and structure of the universe and the motions of the objects within it | 3.4: Evaluate the processes used in recognizing and solving problems |
| A.8: Identify and select common fasteners | SC.1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements |
| A.9: Identify and select common seals and gaskets | SC.1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements |
| A.10: Use precision measurement tools | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.4: Evaluate the processes used in recognizing and solving problems |
| B.1: Demonstrate safety procedures and precautions | | 4.1: Explain reasoning and identify information used to support decisions |
| B.2: Test cooling system | SC.1: properties and principles of matter and energy | 3.6: Examine problems and proposed solutions from multiple perspectives |
| B.3: Test engine lubrication system | SC.1: properties and principles of matter and energy | 3.6: Examine problems and proposed solutions from multiple perspectives |
| B.4: Check air intake and/or exhaust system | SC.1: properties and principles of matter and energy | 3.6: Examine problems and proposed solutions from multiple perspectives |
| B.5: Draw lubrication and/or oil sample | SC.2: properties and principles of force and motion | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| B.6: Check linkage adjustments | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.4: Evaluate the processes used in recognizing and solving problems |
| B.7: Perform visual inspection | FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| B.8: Replace fuel filters | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 4.1: Explain reasoning and identify information used to support decisions |
| B.9: Inspect, adjust and maintain fifth wheel | FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

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2083

Competency Profile Date: 1987

2084

# Diesel Mechanic

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| B.10: Inspect steering linkage for wear | FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| B.11: Inspect and adjust brakes | FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| B.12: Test air brake system | SC.1: properties and principles of matter and energy | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| C.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| C.2: Adjust supplementary governing and/or control devices | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.1: Identify problems and define their scope and elements |
| C.3: Adjust intake and exhaust valves according to specifications | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| C.4: Adjust injectors according to specifications | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| C.5: Adjust governor (as applicable) | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.7: Evaluate the extent to which a strategy addresses the problem |
| C.6: Set control racks (DDA) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 3.4: Evaluate the processes used in recognizing and solving problems |
| C.7: Adjust compression brake | SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.6: Examine problems and proposed solutions from multiple perspectives |
| D.1: Demonstrate safety procedures and precautions | SC.1: properties and principles of matter and energy | 4.1: Explain reasoning and identify information used to support decisions |
| D.2: Replace and adjust fan and auxiliary belts | SC.1: properties and principles of matter and energy | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.3: Replace water filter | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 4.1: Explain reasoning and identify information used to support decisions |
| D.4: Replace and/or test radiators | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.1: Identify problems and define their scope and elements |
| D.5: Flush cooling system | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.4: Evaluate the processes used in recognizing and solving problems |
| D.6: Replace and test thermostat and seals | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| D.7: Replace hoses and clamps | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| D.8: Inspect fan drive assembly and related hardware | SC.2: properties and principles of force and motion | 3.6: Examine problems and proposed solutions from multiple perspectives |
| D.9: Replace water pump | SC.1: properties and principles of matter and energy | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| D.10: Test and replace oil cooler | SC.3: characteristics and interactions of living organisms | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| D.11: Test radiator coolant | SC.3: characteristics and interactions of living organisms | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| D.12: Recognize proper routing and sizing of cooling lines | SC.2: properties and principles of force and motion | 3.6: Examine problems and proposed solutions from multiple perspectives |

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# Diesel Mechanic

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| D.13: Pressure test cooling system | SC.3: characteristics and interactions of living organisms | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| E.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.2: Test injection nozzles and injectors | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| E.3: Time fuel injection pump | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 4.1: Explain reasoning and identify information used to support decisions |
| E.4: Bleed fuel system | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.6: Examine problems and proposed solutions from multiple perspectives |
| E.5: Replace injection nozzles and injectors | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| E.6: Test fuel system | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| E.7: Identify and install fuel line hoses and connections | SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| E.8: Inspect turbo charger condition | FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| F.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.2: Evaluate problem | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.4: Evaluate the processes used in recognizing and solving problems |
| F.3: Trouble-shoot overheating and overcooling | SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| F.4: Trouble-shoot engine vibration | SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| F.5: Trouble-shoot electrical system | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| F.6: Trouble-shoot low and/or high oil pressure | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.1: Identify problems and define their scope and elements |
| F.7: Trouble-shoot smoke | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| F.8: Trouble-shoot leaks and/or contamination | SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 3.1: Identify problems and define their scope and elements |
| F.9: Trouble-shoot hard starting | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| F.10: Trouble-shoot high oil consumption | SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| F.11: Trouble-shoot fuel system | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| F.12: Trouble-shoot internal noises | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises |

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# Diesel Mechanic

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| F.13: Trouble-shoot low power and/or performance | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.1: Identify problems and define their scope and elements |
| F.14: Trouble-shoot air system | SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| F.15: Trouble-shoot low fuel mileage | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| G.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.2: Evaluate oil conditions | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.1: Identify problems and define their scope and elements |
| G.3: Replace and inspect oil filter | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.4: Change engine oil | HP.3: diseases and methods for prevention, treatment and control | 3.6: Examine problems and proposed solutions from multiple perspectives |
| G.5: Change transmission and/or differential oils | SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 3.1: Identify problems and define their scope and elements |
| G.6: Change power steering fluid | SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.7: Lubricate chassis components | SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.8: Replace transmission and/or differential filters | SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| H.1: Demonstrate safety procedures and precautions | | |
| H.2: Remove engine | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 1.1: Develop questions and ideas to initiate and refine research<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| H.3: Remove injection pump | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

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# Diesel Mechanic

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | |
| H.4: Remove camshaft and bushings | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 2.5: Perform or produce works in the fine and practical arts |
| H.5: Remove cylinder ridge, pistons and liner | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| H.6: Remove crankshaft | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 2.5: Perform or produce works in the fine and practical arts |
| H.7: Remove oil pump | SC.8: impact of science, technology and human activity on resources and the environment | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.8: Remove cylinder head | FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| H.9: Remove exterior components | HP.4: principles of movement and physical fitness | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| I.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| I.2: Clean components | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.1: structures of, functions of, and relationships among human body systems | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| I.3: Inspect flywheel | SC.1: properties and principles of matter and energy | 1.1: Develop questions and ideas to initiate and refine research |
| I.4: Rebuild oil pump | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.6: Examine problems and proposed solutions from multiple perspectives |
| I.5: Repair and rethread tapped holes | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.6: Examine problems and proposed solutions from multiple perspectives |
| I.6: Rebuild cylinder heads | SC.8: impact of science, technology and human activity on resources and the environment | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| I.7: Rebuild or replace accessories | SC.8: impact of science, technology and human activity on resources and the environment | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| J.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| J.2: Install camshaft and bushings | MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| J.3: Install crankshaft | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| J.4: Install cylinder liners | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

2091

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2092

# *Diesel Mechanic*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| J.5: Install piston on rod | MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| J.6: Install piston in cylinder | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| J.7: Install oil pump | MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| J.8: Install timing gears | MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| J.9: Install cylinder head | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| J.10: Install injection pump | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| J.11: Install exterior components | MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| J.12: Adjust valve bridge or crosshead | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| J.13: Prime and pressurize fuel, lubrication and cooling system | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.7: Evaluate the extent to which a strategy addresses the problem |
| J.14: Tune engine | SC.8: impact of science, technology and human activity on resources and the environment | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| J.15: Test run engine | MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| J.16: Install engine | SC.1: properties and principles of matter and energy | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| K.2: Demonstrate knowledge of basic electricity | MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information |
| K.3: Perform common diagnostic tests | SC.8: impact of science, technology and human activity on resources and the environment | 1.1: Develop questions and ideas to initiate and refine research |
| K.4: Evaluate test results | SC.8: impact of science, technology and human activity on resources and the environment | 1.1: Develop questions and ideas to initiate and refine research |
| K.5: Interpret schematic | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| K.6: Repair and/or replace starter | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.7: Remove and replace battery | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.6: Examine problems and proposed solutions from multiple perspectives |

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# Diesel Mechanic

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| K.8: Remove and replace associated wiring and/or switches (solenoids/relay/contacts) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.6: Examine problems and proposed solutions from multiple perspectives |
| K.9: Remove and reinstall generator and/or alternator | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.6: Examine problems and proposed solutions from multiple perspectives |
| K.10: Use trouble-shooting charts | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| L.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| L.2: Use cutting torch | SS.1: principles expressed in the documents shaping constitutional democracy in the United States | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| L.3: Weld with arc welder in flat position | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| L.4: Braze fittings | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| L.5: Braze light gauge flat | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.7: Evaluate the extent to which a strategy addresses the problem |
| L.6: Weld oxyacetylene flat | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.7: Evaluate the extent to which a strategy addresses the problem |
| M.1: Identify basic principles of hydraulics | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| M.2: Identify basic hydraulic components | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| N.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| N.2: Demonstrate an understanding of basic AC theory and operation | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research |
| N.3: Remove and replace major components | SC.1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements |
| N.4: Evacuate and charge system | SC.1: properties and principles of matter and energy | 3.4: Evaluate the processes used in recognizing and solving problems |
| O.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| O.2: Adjust axle alignment | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| O.3: Remove and replace springs and pins | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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# *Diesel Mechanic*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| O.4: Rebuild steering sector and hydraulic pump | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| O.5: Remove and replace king pin | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| O.6: Remove and replace steering components | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| O.7: Inspect, remove and replace mounted tires | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| P.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| P.2: Repair cam, wedge and disc brakes | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| P.3: Service hydraulic brake system | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| P.4: Inspect brake drum and/or rotors using safety specifications | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| P.5: Replace spring brake chambers and diaphragms | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| P.6: Service air brake system | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| P.7: Diagnose, remove and replace hydrovacs | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| Q.1: Demonstrate safety procedures and precautions | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| Q.2: Remove and replace clutch assembly | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.7: Evaluate the extent to which a strategy addresses the problem |
| Q.3: Adjust clutch free play | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.7: Evaluate the extent to which a strategy addresses the problem |
| Q.4: Install throw-out bearing | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| Q.5: Remove, adjust and replace drive line | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.6: Examine problems and proposed solutions from multiple perspectives |
| Q.6: Remove and replace transmission (manual and automatic) | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| Q.7: Remove and replace axle shaft | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| Q.8: Replace and adjust wheel bearings | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.8: Assess costs, benefits and other consequences of proposed solutions |

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# Diesel Mechanic

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Q.9: Service hubs | SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| Q.10: Check drive line alignment | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.4: Evaluate the processes used in recognizing and solving problems |
| Q.11: Remove and replace differential | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| R.1: Demonstrate understanding of VICA, its structure and activities | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| R.2: Demonstrate understanding of one's personal values | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| R.3: Perform tasks related to effective personal management skills | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| R.4: Demonstrate interpersonal skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| R.5: Demonstrate etiquette and courtesy | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| R.6: Demonstrate effectiveness in oral and written communication | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| R.7: Develop and maintain code of professional ethics | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| R.8: Maintain good professional appearance | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| R.9: Perform basic tasks related to securing and terminating employment | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| R.10: Perform basic parliamentary procedures in group meetings | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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NOTES: * = Core competencies (essential for the first day on the job). Numbers in brackets [e.g., A01] represent the IDs used in computerized tracking software. Numbers in parentheses at the end of each competency apply to national skill standards by CADD (FIM) . **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# Drafting

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 01.1: *Apply safety policies and procedures [A01] (2.2.2) | HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.2: *Identify drafting terminology [A06] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 01.3: *Identify American National Standards Institute, Inc. (ANSI) and International Standards Organization (ISO) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 2.7: Use technological tools to exchange information and ideas |
| 01.4: *Identify drafting occupations and related fields [A04] | | 4.8: Explore, prepare for and seek educational and job opportunities |
| 01.5: Apply record-keeping procedures (filing and record retrieval) [A05] | | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 01.6: Identify and apply ergonomic considerations [A07] | HP.1: structures of, functions of, and relationships among human body systems<br>HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.4: principles of movement and physical fitness | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 02.1: *Select proper drawing instruments and equipment to complement the drafting media (e.g., Mylar, vellum) [B01] (1.1.1) | | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| 02.2: *Demonstrate proper use, care and adjustment of drawing instruments and equipment and computer equipment [B02] (2.1.1, 2.1.5, 2.1.6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 02.3: *Produce copies (e.g., stick-on decals, sepia and blueline copies) [B03] (1.1.8) | | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 02.4: *Operate and adjust input devices (e.g., mouse, keyboard, digitizer, scanner) [B07] (2.1.2) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 02.5: *Operate and adjust output devices (e.g., printers, plotters, data transfer) [B08] (2.1.3, 2.1.7) | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information |

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# *Drafting*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 02.6: *Identify and use data storage, retrieval and back-up systems [B09] (2.1.4, 2.3.2, 2.3.3, 2.3.5, 2.3.8) | CA.7: identifying and evaluating relationships between language and culture | 2.7: Use technological tools to exchange information and ideas |
| 02.7: Identify operating systems and procedures [B10] (2.3.1, 2.3.4, 2.3.7) | CA.7: identifying and evaluating relationships between language and culture | |
| 03.1: *Lay out drawing [C01] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 03.2: *Construct borders and information blocks [C02] (1.1.5) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 03.3: *Construct freehand sketches [C03] (1.1.9) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 03.4: *Read and transfer measurements (English and metric) [C04] (1.1.2, 1.1.6) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |

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Competency Profile Date: 1996

# Drafting

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 03.5: *Letter freehand (letters and numerals) [C05] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| 03.6: *Demonstrate techniques in line construction (e.g., weights, types and uniformity) [C06] (1.1.4) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| 03.7: *Construct a reproducible drawing with mechanical pencils [C08] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| 03.8: Construct a reproducible drawing with technical ink pens [C09] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| 03.9: *Perform basic geometric construction (e.g., line dividing, angles, tangents, polygons, arcs) [C11] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 03.10: Identify and use various annotation methods [C12] (1.1.3) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 04.1: *Identify use and application of orthographic drawings (3rd angle) [E04] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 04.2: *Identify 1st and 3rd angle projection drawings [E05] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# Drafting

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 04.3: *Interpret an orthographic projection (3rd angle) [E01] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 04.4: *Sketch multiview drawings (3rd angle) [E02] (1.1.9) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| 04.5: *Prepare orthographic drawings (3rd angle) [E03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 05.1: *Identify use and application of auxiliary views [F04] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |

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Competency Profile Date: 1996

# *Drafting*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 05.2: *Construct primary auxiliary views [F01] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 05.3: Construct secondary auxiliary views [F03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 06.1: Perform graphic solutions of points, lines, and planes [I06] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# *Drafting*

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 06.2: Solve true length of lines, bearing and slope of lines [I07] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 06.3: Perform graphic solutions of solids [I04] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

**KEY:**
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# = same Frameworks as previous competency
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# *Drafting*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 06.4: Perform graphic solutions of intersections (e.g., lines, planes and solids) [I05] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 06.5: Construct drawings using the revolution method [I08] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 07.1: *Identify and draw standard sectional views [G01] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

2113

2114

# Drafting

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 07.2: *Identify the symbols used to represent different materials [G02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 07.3: *Identify and use cutting planes [G03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 07.4: *Identify and use conventional breaks [G04] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 07.5: *Identify use and application of sectional views [G05] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 08.1: *Identify use and application of pictorial drawings [J03] (1.3.1-1.3.3) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 08.2: *Sketch pictorial drawings [J04] (1.1.9) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 08.3: *Construct axonometric, oblique and perspective drawings [J05] (1.3.2) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Drafting*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 09.1: *Construct the lines used to dimension drawings [H02] (1.4.2) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| 09.2: *Identify and apply dimensioning practices [H01] (1.4.3-1.4.6, 1.4.8, 1.4.9) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| 09.3: *Identify and apply tolerancing [H08] (1.4.10) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 09.4: Identify and apply geometric dimensioning and tolerancing techniques [H07] (1.4.10) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 09.5: *Dimension drawing using ANSI and ISO standards [H09] (1.4.7, 1.1.6) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 10.1: *Apply basic mathematic principles [S01] (1.1.2, M1, M2, M13) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 10.2: *Apply basic geometric principles [S02] (M5-M8) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 10.3: *Apply basic trigonometric principles [S03] (M12) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 10.4: *Solve problems using formulas [S04] (M9-M11) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |

# *Drafting*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 11.1: *Create new 2-D drawings [U01] (3.1.1, 3.1.3) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 11.2: *Perform drawing setup to applicable standards (e.g., settings, layers, line types and widths) [U02] (3.1.2, 3.3.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| 11.3: *Identify and use view and display commands (e.g., zoom, pan, viewpoints, rotation, shading) [U03] (3.1.5, 3.3.3, 3.3.4, 4.3.1-4.3.3) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |

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|---|---|---|
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | |
| 11.4: *Use query commands to extract drawing data (e.g., entity characteristics, distance, area, status) [U04] (3.4) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| 11.5: *Edit, copy and manipulate drawing entities (e.g., properties, stretch, trimming, scaling) [U05] (3.2.1, 3.2.2, 3.3.2) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 11.6: *Save, retrieve and manage drawings [U06] (3.3.9) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 11.7: *Dimension drawings [U07] (3.5) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 11.8: *Set and change dimensioning variables [U08] (3.5) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 11.9: *Enter and edit text [U09] (3.1.4) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 11.10: *Plot drawings to proper scale [U10] (3.3.6) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 11.11: Identify backup and archival methods [U11] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 11.12: Create, edit and retrieve component/symbol libraries (e.g., groups, blocks, symbols, third-party libraries) [U12] (3.1.6, 3.3.5, 3.3.8, 4.5.3) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

# *Drafting*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 11.13: Identify and apply layering techniques [U13] (3.3.7) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 11.14: Identify methods of sharing drawings (e.g., team projects) [U14] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 12.1: Create 3-D drawings using extrusions and wireframes [V01] (3.1.7, 3.1.10, 3.1.11, 4.1.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 12.2: Create surface and solid models [V02] (3.1.7, 3.1.11, 4.1.1-4.1.5) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.3: Create joined and offset surfaces [V03] (3.1.8, 3.1.10, 4.1.7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# Drafting

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 12.4: Edit solids, curves, and surfaces [V04] (4.1.6, 4.1.7-4.1.9, 4.2.1-4.2.6) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 12.5: Create 2-D geometry from 3-D models [V05] (3.1.9) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.6: Import and export various file formats (e.g., DXF, IGES, raster) [V06] (2.3.6, 4.5.2) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information |

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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 12.7: Extract geometric and attribute data (e.g., database and component information) [V07] (4.3.2, 4.4.1-4.4.3) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 12.8: Perform customization to improve productivity [V08] (4.5.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.9: Install and configure software [V09] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements |

# Drafting

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  |  | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.10: Install and configure hardware [V10] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.11: Extract surface and mass properties (e.g., area, perimeter, moments of inertia, centroids) [V11] (4.4.4, 4.4.5) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 12.12: Develop geometry using parametric programs [V12] (4.5.4) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 13.1: Identify use and application of threads and fasteners (e.g., bolts, pins, keys) [O04] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 13.2: Identify manufacturing processes (e.g., machine processes, metal forming, CNC) [O05] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 13.3: Produce detail drawings applying standard machine fits, finishes and tolerances [O06] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 13.4: Produce machine assembly drawing [O07] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 13.5: Apply standard fits, finishes and tolerances to machine drawing [O08] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 13.6: Develop a parts list [O02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 13.7: Produce drawings for welded component parts [O09] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 13.8: Produce drawings for metal bending and fabricating [O10] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 13.9: Produce drawings for non-steel materials [O11] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 13.10: Produce drawings for CAD/CAM applications [O12] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 13.11: Produce drawing for cams [O13] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
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99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 13.12: Produce drawing for gears [O14] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 14.1: Construct architectural symbols [K01] (1.1.7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements |

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# Drafting

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.3: data analysis, probability and statistics | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 14.2: Identify architectural design and planning principles [K05] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 14.3: Identify basic construction terminology and materials [K06] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 14.4: Produce site plan [K07] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 14.5: Identify applicable building codes [K08] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 14.6: Prepare a schedule using a freehand architectural style lettering [K09] (1.1.3) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| 14.7: Measure, sketch and draft an as-built floor plan [K10] (1.1.2, 1.1.9) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 14.8: Produce typical wall and building sections with necessary details [K11] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 14.9: Produce floor plans [K02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 14.10: Produce elevation drawings [K12] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 15.1: Identify electrical symbols [W01] (1.1.7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 15.2: Identify applicable codes (e.g., IEC, NEC and IEEE) [W02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 15.3: Produce wiring schematics [W03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# *Drafting*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 16.1: Identify electronic symbols [X01] (1.1.7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 16.2: Produce electronic/electrical schematics and diagrams [X02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# *Drafting*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 17.1: Identify piping symbols, fittings, fixtures and valves [M01] (1.1.7) | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 17.2: Identify applicable codes [M03] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SS 5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment<br>SS 7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 17.3: Identify principles of pneumatics and hydraulics [M04] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# *Drafting*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 17.4: Produce orthographic drawings [M05] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 17.5: Produce isometric drawings [M06] | CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 18.1: Identify structural steel shapes [N01] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 18.2: Identify applicable codes (OSHA, AWS, SJI and BOCA) [N04] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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Competency Profile Date: 1996

# *Drafting*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 18.3: Identify and apply welding symbols [N05] (1.1.7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 18.4: Identify open-web joist types and applications [N06] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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|---|---|---|
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.4: Evaluate the processes used in recognizing and solving problems |
| 18.5: Produce a steel framing plan drawing [N02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 18.6: Produce a detail and assembly drawing (including beam connections) with bill of materials [N03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 18.7: Sketch complex connections [N07] (1.1.9) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 19.1: Identify symbols [Y01] (1.1.7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 19.2: Identify uses of GIS and GPS (global positioning systems) [Y02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# *Drafting*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 19.3: Produce a contour plan [Y03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 19.4: Produce a profile drawing [Y04] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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Competency Profile Date: 1996

# *Drafting*

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  |  | 3.4: Evaluate the processes used in recognizing and solving problems |
| 19.5: Produce a land survey plot from written description [Y05] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 20.1: Identify applicable codes (e.g., ASHRAE) [Q04] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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Competency Profile Date: 1996

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 20.2: Produce representative sheet metal drawings [Q02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 20.3: Identify sheet metal layout procedures [Q03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 20.4: Identify HVAC symbols [Q05] (1.1.7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# Drafting

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 20.5: Produce sheet metal drawings for CAD/CAM applications [Q06] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 20.6: Prepare HVAC ductwork plan [Q07] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# *Drafting*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 21.1: Demonstrate an understanding of VICA, its structure and activities | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| 21.2: Demonstrate an understanding of one's personal values | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 21.3: Perform tasks related to effective personal management skills | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 21.4: Demonstrate interpersonal skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| 21.5: Demonstrate etiquette and courtesy | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 21.6: Demonstrate effectiveness in oral and written communications | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| 21.7: Develop and maintain a code of professional ethics | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 21.8: Maintain a good professional appearance | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| 21.9: Perform basic tasks related to securing and terminating employment | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| 21.10: Perform basic parliamentary procedures in a group meeting | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

**NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# Electrical Trades

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.1: Apply shop rules and regulations | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.2: Identify safe and unsafe practices when working with electricity | SC.1: properties and principles of matter and energy | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.3: Identify and demonstrate proper personal safety procedures, i.e., clothing, jewelry, personal grooming | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.4: Identify techniques and practices of fire prevention | HP.1: structures of, functions of, and relationships among human body systems | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.5: Identify appropriate first aid procedures | | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.6: Demonstrate safe use of tools and related power equipment | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.7: Apply techniques of lifting and climbing with ladders | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.1: Identify the scientific theory of electricity as it relates to basic chemical, static and magnetic forms | SC.1: properties and principles of matter and energy | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>3.1: Identify problems and define their scope and elements |
| B.2: Solve problems using Ohm's law | SC.1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements |
| B.3: Solve problems using Watt's law | SC.1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements |
| B.4: Solve problems using Kirchhoff's law | SC.1: properties and principles of matter and energy | 3.1: Identify problems and define their scope and elements |
| C.1: Cut and ream conduit | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| C.2: Bend conduit to predetermined specifications using conduit bender | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| C.3: Set up and use a hacksaw | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| C.4: Use a hole punch | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |

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Competency Profile Date: 1989

# Electrical Trades

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| C.5: Use pouch tools | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| C.6: Operate brace and bit | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| C.7: Operate common electrical power tools | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| C.8: Operate common hydraulic power tools | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| D.1: Identify residential wiring practices using the National Electrical Code (NEC) as a reference | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| D.2: Identify commercial wiring practices using the NEC as a reference | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.1: Identify problems and define their scope and elements<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| D.3: Interpret conduit fill tables using the NEC as a reference | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| D.4: Identify and comply with local compliance codes | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| D.5: Identify job classifications and prerequisites for employment | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SS.6: relationships of the individual and groups to institutions and cultural traditions | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| D.6: Calculate allowable ampacities for various conductors using the NEC as a reference | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| D.7: Demonstrate techniques of sketching and diagramming | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

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# *Electrical Trades*

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| E.1: Identify trade symbols used in electrical drawings | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| E.2: Read and measure from blueprints and specifications | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| E.3: Locate and identify residential construction components | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| E.4: Locate and identify commercial construction components | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| E.5: Estimate and calculate construction costs | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| F.1: Identify boxes used in electrical construction | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.2: Identify devices commonly used in electrical construction | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.3: Identify covers and plates used in electrical construction | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.4: Identify common supports and anchors | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.5: Identify common screws, bolts, nuts and nails | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.6: Identify common connectors, terminals and lugs | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.7: Identify types of conduits and fittings | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.8: Determine type and size of electrical wire | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.9: Identify common load center accessories | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.10: Identify parts of a fusible load center | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.11: Identify parts of a breaker load center | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.12: Identify interior configurations of a common panel | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.13: Apply the use of trade catalogs and publications | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| G.1: Calculate service entrance loads | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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Competency Profile Date: 1989

# *Electrical Trades*

***Cross-Reference to Show-Mé Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| G.2: Identify components and installation procedures for basic residential service entrance | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| G.3: Install a basic residental service entrance | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| G.4: Identify components and installation procedures for basic commercial service entrance | | |
| G.5: Install a basic commercial service entrance | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| G.6: Diagram and install a single-pole switching system | | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts |
| G.7: Diagram and install a three-way switching system | | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts |
| G.8: Diagram and install a three-way and four-way switching system | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| G.9: Diagram and install a GFCI (ground-fault circuit interruptor) system | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| G.10: Diagram and install small appliance circuits | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| G.11: Diagram and install special circuits, i.e. 240 volt | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| G.12: Diagram and install special appliance circuits, i.e. 120 volt | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| G.13: Design and install a residential lighting system | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| G.14: Design and install a commercial lighting system | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| G.15: Diagram and install a doorbell system | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# Electrical Trades

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 2.5: Perform or produce works in the fine and practical arts |
| G.16: Diagram and install a telephone wiring system | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| G.17: Diagram and install a low-voltage system | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| H.1: Use a volt ohmmeter | | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| H.2: Use a clamp-on ammeter | | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| H.3: Use a receptacle polarity testing device | | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| I.1: Demonstrate an understanding of VICA, its structure and activities | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| I.2: Demonstrate an understanding of one's personal values | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| I.3: Perform tasks related to effective personal management skills | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| I.4: Demonstrate interpersonal skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| I.5: Demonstrate etiquette.and courtesy | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others |

2137

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2193

Competency Profile Date: 1989

# Electrical Trades

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| I.6: Demonstrate effectiveness in oral and written communications | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| I.7: Develop and maintain a code of professional ethics | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| I.8: Maintain a good professional appearance | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| I.9: Perform basic tasks related to securing and terminating employment | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| I.10: Perform basic parliamentary procedures in a group meeting | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| J.1: Display safe electrical working habits | | |
| J.2: Demonstrate knowledge of the basic fundamentals of electricity | | |
| J.3: Identify wiring techniques | | |
| J.4: Identify wiring components and devices | | |
| J.5: Read architectural prints and wiring plans | | |
| J.6: Identify electrical symbols and abbreviations | | |
| J.7: Determine the number and type of circuits | | |
| J.8: Divide wiring into circuits according to service and load | | |
| J.9: Determine the current-carrying capacity of circuits | | |
| J.10: Size and select circuit conductors, components, devices and outlet boxes | | |
| J.11: Determine size and type of service entrance, conductors, meter base, circuit panel and grounding system | | |
| J.12: Conform to national and local electric codes, as well as builder's specifications | | |
| J.13: Demonstrate skill in the selection, use and care of electrician's hand/power tools | | |
| J.14: Locate and install service entrance, conductors, meter base, circuit panel and grounding system | | |
| J.15: Locate and mark route of individual circuits | | |
| J.16: Install outlet boxes | | |
| J.17: Cut, bend and install electrical conduit | | |

2100

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2200

Competency Profile Date: 1989

# *Electrical Trades*

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| J.18: Pull conductors through conduit and/or circuit route | | |
| J.19: Rough-in installation (cut, splice and connect circuit conductors) | | |
| J.20: Install devices, fixtures and appliances | | |
| J.21: Perform appropriate tests to ensure electrical continuity, compatibility and safety | | |

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Competency Profile Date: 1989

NOTES: * = Core Competencies (essential for the first day on the job). Numbers in brackets [e.g., A01] represent the IDs used in computerized tracking software. Numbers in parentheses at the end of each competency apply to national skill standards by EIA/EIF. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# Electronics

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 01.1: *Identify various types, purposes and operation of fire extinguishers [A01] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.7: responses to emergency situations<br>SC.1: properties and principles of matter and energy<br>SS.3: principles and processes of governance systems | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.2: *Identify electrical hazards [A02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations<br>SC.1: properties and principles of matter and energy<br>SS.3: principles and processes of governance systems | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.3: *Identify and practice shop safety, including eye protection and environmental hazards [A03] (A.02) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>HP.7: responses to emergency situations<br>SS.3: principles and processes of governance systems | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.4: *Identify and practice safe soldering methods [A04] (A.05) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements |

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Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>SS.3: principles and processes of governance systems | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.5: *Demonstrate safe and proper use of hand tools [A05] (A.04) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>SS.3: principles and processes of governance systems | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.6: *Identify hazard of RF radiation devices [A06] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>SC.1: properties and principles of matter and energy<br>SS.3: principles and processes of governance systems | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.7: *Demonstrate safe and proper use of AC line-operated equipment (e.g., isolation transformers, grounding, leakage current testing, GFI) [A07] (C.06, C.07) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>SC.1: properties and principles of matter and energy<br>SS.3: principles and processes of governance systems | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 02.1: *Evaluate and test sources of DC and AC signals and power [B21] (B.05, C.01-C.05, C.15) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 02.2: *Apply Ohm's law [B22] (B.03, B.24, C.15) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

2207

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.3: *Evaluate and test DC series circuits [B23] (B.05, B.08-B.10) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.4: *Evaluate and test DC parallel circuits [B24] (B.05, B.11, B.12, B.13) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

2203

| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
|  | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

2210

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.5: *Evaluate and test DC series-parallel circuits [B25] (B.05, B.14-B.16, B.18-B.20) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.6: *Evaluate and test bridge circuits [B26] (B.14-B.17) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.7: *Evaluate and test magnetic and electromagnetic devices [B27] (B.05, B.06, C.15) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.3: Design and conduct field and laboratory investigations to study nature and society |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.8: *Evaluate and test transformers [B28] (C.06, C.14-C.17) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.9: *Evaluate and test capacitors [B13] (B.07, C.08-C.10) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.10: 'Evaluate and test inductors [B14] (B.07, B.08, C.11-C.13) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.11: 'Evaluate and test resistive devices [B12] (A.10) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

**KEY:**
' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# *Electronics*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.12: *Evaluate and test basic circuit controls (e.g., switches, fuses, circuit breakers) [B29] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements |

| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.13: *Evaluate and test AC series R/L/C (resistance-inductance-capacitance) and filter circuits [B30] (C.21-C.29) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.14: *Evaluate and test AC parallel R/L/C and filter circuits [B31] (B.13, C.21-C.29) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 02.15: 'Evaluate and test time constants [B32] (B.21-B.23) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 03.1: 'Identify safety hazards associated with power supplies [C10] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

# *Electronics*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 03.2: *Evaluate and test batteries [C11] (B.02) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 03.3: *Test and repair linear power supplies [C12] (D.06-D.08, E.07-E.09) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 03.4: *Test and repair linear regulator circuits [C13] (D.06-D.08, E.16-E.17, excluding switching power supplies) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 04.1: *Evaluate and test diodes [D13] (D.01, D.02, D.05-D.08) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 04.2: *Evaluate and test transistors (e.g., BJTs and FETs) [D14] (D.03, D.04) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 04.3: *Evaluate and test thyristors (e.g., SCRs, TRIACs and DIACs) [D15] (D.15-D.17) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 04.4: *Select semiconductors using specification sheets and substitution guides [D18] (A.07, partial A.09, E.10-E.12) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 04.5: *Demonstrate proper techniques for handling and replacing semiconductors [D17] | | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions |
| 05.1: *Test and repair transistor switching circuit [E09] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 05.2: *Test and repair bipolar transistor amplifier circuits [E04] (D.12-D.14, E.13-E.15) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 05.3: *Test and repair FET amplifier circuits [E05] (D.12-D.14) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 05.4: *Test and repair operational amplifier circuit [E06] (E.10-E.12) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 05.5: *Test and repair multistage amplifiers [E10] (E.01-E.03, F.03, F.04) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements |

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# *Electronics*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 06.1: *Test and repair oscillators [F05] (E.20, E.21) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 06.2: *Test and repair pulse generators and multivibrators [F06] (E.20, E.21, F.17-F.19) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 07.1: *Measure voltage, time and frequency using an oscilloscope [H01] (partial A.09, C.02, C.03) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 07.2: *Measure voltage, current and resistance using multimeters (VOM, EVM, DVM) [H02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 07.3: 'Operate signal generators: audio, RF, function [H03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 08.1: 'Test common optical devices (e.g., photodetectors, emitters, optical isolators and LEDs) [J09] (D.09) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 09.1: 'Identify and convert number systems and codes (e.g., binary, hex, ASCII and BCD) [K01] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.2: reading and evaluating fiction, poetry and drama<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 09.2: *Test the operation of basic logic gates [K02] (F.01, F.05-F.07) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 09.3 'Interpret truth tables of logic circuits [K03] (F.05-F.07) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.1: Develop questions and ideas to initiate and refine research<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 09.4 'Test operation of clock and timing circuits [K13] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 09.5: *Test combinational logic circuits for a given application [K07] (D.09-D.11, F.08-F.10, F.22, F.23, F.26, F.27, F.30-F.33) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate tho processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |

# Electronics

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 09.6: *Test counter and controller circuits for sequential logic applications [K09] (F.11-F.16) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |

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# Electronics

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 09.7: *Interpret information on digital data sheets [K11] (A.07, partial A.09) | MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.1: Develop questions and ideas to initiate and refine research<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.1: Explain reasoning and identify information used to support decisions |
| 09.8: *Test the operation of A/D and D/A converters [K12] (F.24, F.25) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

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# *Electronics*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.1: Explain reasoning and identify information used to support decisions |
| 10.1: *Evaluate and test microprocessor bus signals [P01] (G.03-G.05) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.3: data analysis, probability and statistics<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |

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2250

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 10.2: *Evaluate and test IO devices [P02] (G.01-G.02) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |

# Electronics

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 10.3: 'Evaluate and test memory devices [P03] (G.06-G.07) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 10.4: 'Evaluate and test dedicated microcontrollers [P04] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 11.1: *Construct multistage circuits according to schematic diagrams [M01] (A.07, A.08) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.1: Explain reasoning and identify information used to support decisions |
| 11.2: 'Desolder defective components and solder replacement components [M03] (A.05) | CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 12.1: 'Perform logical steps of troubleshooting on electronic systems [N06] (A.03, A.12) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.1: Test and repair phase locked loop circuits [Q01] (C.31, C.32) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.2: Test and repair IF (intermediate frequency) circuits [Q02] (E.04-E.06) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.3: Test and repair RF (radio frequency) circuits (Q03) (E.24-E.26) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information |

# Electronics

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.4: Test and repair modulation systems [Q04] (E.27, E.28) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |

| | | |
|---|---|---|
| **KEY:** | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA 6: participating in formal and informal presentations and discussions of issues and ideas<br>MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 3: data analysis, probability and statistics<br>MA 4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC 1: properties and principles of matter and energy<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.5: Test and repair active filter circuits [Q05] (E.18) | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

# Electronics

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.6: Test and repair transmitters [Q06] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.7: Test and repair receivers [Q07] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.8: Test and align antennas [Q08] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.9: Test and repair telephone systems [Q09] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.10: Test and repair personal communication systems (PCS) [Q10] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.11: Install, test and repair satellite receivers [Q11] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 13.12: Operate frequency counters [Q12] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.1: Explain reasoning and identify information used to support decisions |
| 14.1: Test and repair digital audio record/play systems [R01] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

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|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 14.2: Test and repair analog audio record/play systems [R02] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 14.3: Test and repair digital video record/play systems [R03] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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|---|---|---|
| | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 3: data analysis, probability and statistics<br>MA 4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC 1: properties and principles of matter and energy<br>SC 7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 14.4: Test and repair analog video record/play systems [R04] | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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# Electronics

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 14.5: Test and repair digital video display systems [R05] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 14.6: Test and repair analog video display systems [R06] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 14.7: Test and repair audio reproduction systems [R07] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 14.8: Test and repair video reproduction systems [R08] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| 14.9: Test and repair interactive video systems [R09] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| 14.10: Test and repair interactive audio systems [R10] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| 15.1: Test and repair transmitters and receivers (photonic and electronic) [S01] (E.22, E.23) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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2300

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 15.2: Test and repair transmission mediums [S02] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 15.3: Install, test and repair physical layer of a network [S03] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.1: Explain reasoning and identify information used to support decisions |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 15.4: Install protocol stack [S04] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.1: Explain reasoning and identify information used to support decisions |
| 15.5: Install network software [S05] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.1: Explain reasoning and identify information used to support decisions |
| 16.1: Test and repair microcomputers to board level [T01] (H.01, H.02) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 16.2: Test computer component functions (e.g., microprocessor, memory, I/O, etc.) [T02] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 16.3: Install and configure hardware components (e.g., drives, cards, memory expansion, motherboard, disk interfaces) [T03] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

**KEY:**
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# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1995

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 16.4: Install and configure operating system software [T04] (H.04) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |

| KEY: | ' = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 16.5: Install and configure supporting software [T05] (H.04) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 16.6: Test and maintain computer peripherals [T06] (H.03, H.05) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 17.1: Create simple ladder logic diagrams/programs [U01] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.1: Explain reasoning and identify information used to support decisions |

2315

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

2316

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | |
| 17.2: Install and configure programmable logic controllers [U02] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 17.3: Test and repair motor control systems (e.g., starters and control wiring, overcurrent protection) [U03] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 17.4: Test and repair variable-speed motor drives [U04] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas |

2319

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
88 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

2320

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 17.5: Identify and test sensors [U05] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 17.6: Test and repair solid-state power controls (U06) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 17.7: Test, repair and maintain computer-controlled systems (e.g., CNC and robotics) [U07] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 18.1: Demonstrate an understanding of VICA, its structure and activities | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |

# *Electronics*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 18.2: Demonstrate an understanding of one's own personal values | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 18.3: Perform tasks related to effective personal management skills | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 18.4: Demonstrate interpersonal skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| 18.5: Demonstrate etiquette and courtesy | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 18.6: Demonstrate effectiveness in oral and written communication | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| 18.7: Develop and maintain a code of professional ethics | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 18.8: Maintain a good professional appearance | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| 18.9: Perform basic tasks related to securing and terminating employment | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| 18.10: Perform basic parliamentary procedures in a group meeting | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

NOTES: ' = Core competencies (essential for the first day on the job). The numbers in brackets (e.g., A01) reflect the IDs used in computerized tracking software. Skill standards were coordinated nationally by GATF; see accompanying performance indicator document for more information. Numbers in parentheses at the end of each competency apply to national skill standards by GATF.

# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 01.1: 'Demonstrate laboratory safety [Q01] | SC.8: impact of science, technology and human activity on resources and the environment | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| 01.2: 'Demonstrate toxic chemical safety [Q02] | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.1: Explain reasoning and identify information used to support decisions |
| 01.3: 'Apply Material Safety Data Sheet (MSDS) requirements [Q03] | SC.8: impact of science, technology and human activity on resources and the environment | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| 01.4: 'Apply basic first-aid techniques [Q04] | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.5: 'Comprehend local, state, and federal guidelines and effects on the printing industry (e.g., OSHA) [Q05] | SC.8: impact of science, technology and human activity on resources and the environment | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| 02.1: 'Check specifications and planning [A01] | CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.7: Evaluate the accuracy of information and the reliability of its sources |
| 02.2: Estimate job costs (e.g., space and utilities, labor and supplies, web vs. sheet fed) [A02] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 02.3: Compute customer's cost (planning, scheduling) [A03] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 2.2: Review and revise communications to improve accuracy and clarity<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 02.4: Compare estimates with actual production costs [A04] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the | 2.2: Review and revise communications to improve accuracy and clarity<br>3.4: Evaluate the processes used in recognizing and solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | workplace and other situations | 3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 03.1: *Prepare a rough layout [B01] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 03.2: *Indicate to layout person how photographs and headings are to be printed [B02] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 2.2: Review and revise communications to improve accuracy and clarity<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 03.3: *Indicate percentage of enlargement or reduction required on photos [B03] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 03.4: *Indicate typefaces and point sizes to be used [B04] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 03.5: *Make dummy layout of multi-page printed product for signature specifications [B05] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 03.6: *Indicate crop marks for pictures [B06] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 03.7: Produce a comprehensive layout [B07] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# = same Frameworks as previous competency
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99 = "to know" statements may not be applicable

# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 03.8: Revise layouts to customer specifications [B08] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 2.2: Review and revise communications to improve accuracy and clarity<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 03.9: Secure photocopied proofs in position on comprehensive layout [B09] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 04.1: *Measure copy/text in points and picas using a line gauge [R01] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.2: Review and revise communications to improve accuracy and clarity |
| 04.2: Identify x-height, base-line, ascenders, descenders and their roles in measuring and designing with type [R02] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| 04.3: *Identify caps, lowercase, uppercase, small caps and ligatures [R03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | |
| 04.4: Identify dingbats, bullets, rules and symbols and their uses in publications [R04] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| 04.5: *Distinguish between display (headline) type and body (text) type by their point sizes and styles [R05] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.2: Review and revise communications to improve accuracy and clarity |
| 04.6: *Explain the basic type styles and their uses [R06] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 04.7: Explain the "weight" and "posture" of type [R07] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.1: Explain reasoning and identify information used to support decisions |

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# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1997

# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.7: identifying and evaluating relationships between language and culture | |
| 04.8: Define fonts and families [R08] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others |
| 04.9: Explain letterspacing and kerning of type characters [R09] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 3.1: Identify problems and define their scope and elements<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 04.10: Explain word spacing and the relation of em and en in paragraph spacing [R10] | FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | |
| 04.11: Define line spacing and explain the measurement principles for the leading of text [R11] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| 04.12: *Define type arrangements: flush left/ragged right, flush right/ragged left, centered and justified [R12] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| 05.1: *Apply production information on a job jacket/ticket [S01] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>4.1: Explain reasoning and identify information used to support decisions |
| 05.2: Demonstrate the basic principles of design (e.g., unity, contrast, page proportions, balance, etc.) on a given project [S02] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| 05.3: *Identify the four basic process colors and kinds of color printing [S03] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | 3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 05.4: *Identify basic desktop publishing equipment [S04] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| 05.5: Explain the limitations and capabilities of desktop publishing [S05] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.1: Explain reasoning and identify information used to support decisions |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 05.6: Explain the differences in quality of imagesetter output and laser printer output [S06] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>4.1: Explain reasoning and identify information used to support decisions |
| 05.7: 'Distinguish between word processing, page layout and graphic software (e.g., Photoshop, Illustrator, Pagemaker, Quark) [S07] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.7: Use technological tools to exchange information and ideas |
| 05.8: 'Demonstrate file management operations for opening, copying, saving and deleting files [S08] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.7: Use technological tools to exchange information and ideas |
| 05.9: 'Prepare layouts incorporating appropriate marks (e.g., gutters, register marks, fold lines) [S09] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.7: Use technological tools to exchange information and ideas |
| 05.10: Prepare a dummy for a multipage signature [S10] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 05.11: 'Operate scanner/program for line artwork [S11] | CA.2: reading and evaluating fiction, poetry and drama<br>CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources |
| 05.12: 'Operate scanner/program for continuous/halftone copy [S12] | CA.2: reading and evaluating fiction, poetry and drama<br>CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources |
| 05.13: 'Activate a graphics-generating program and demo | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spe | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and au |

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2340

# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| nstrate a functional knowledge of commands/codes/menus/hand tools and procedures for their uses [S13] | lling, capitalization)<br>CA 2: reading and evaluating fiction, poetry and drama | diences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas |
| 05.14: Draw a design appropriate for a given job using a graphics program [S14] | FA 3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA 4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 05.15: Create a design using tints, fills and paint for a given job using a graphics program [S15] | FA 3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA 4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 05.16: Create a design using manipulated type (rotated, circled, extended, etc.) for a publication [S16] | FA 3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA 4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 05.17: Trace a drawing/photograph using a graphics program [S17] | FA 3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA 4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 05.18: 'Select appropriate page layout software for a given job [S18] | FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 2.2: Review and revise communications to improve accuracy and clarity |

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# *Graphic Communications/Printing*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | FA 4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines | 2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 05.19: 'Activate a page layout program and demonstrate a functional knowledge of computer commands/codes/menus/palette for the software in use [S19] | CA 2: reading and evaluating fiction, poetry and drama<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.5: Perform or produce works in the fine and practical arts |
| 05.20: 'Demonstrate text alignment, element positioning and rules of page design for printed matter [S20] | FA 2: the principles and elements of different art forms | 2.2: Review and revise communications to improve accuracy and clarity<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 05.21: 'Set up column grids for electronic page layout according to job specifications [S21] | MA 1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA 2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA 5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences |
| 05.22: 'Set up/select appropriate pagination for a given job [S22] | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 2: reading and evaluating fiction, poetry and drama<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas<br>CA 7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 05.23: 'Set text with appropriate margins, formatting, gutters, leading, headings, page cross overs, etc. [S23] | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA 2: reading and evaluating fiction, poetry and drama<br>CA 3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives |

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# *Graphic Communications/Printing*

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***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture |  |
| 05.24: *Flow copy from word processing program to page layout program according to job specifications [S24] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.3: data analysis, probability and statistics | 2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 05.25: *Proofread, edit and make corrections/adjustments to copy on screen [S25] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others |
| 05.26: Download fonts [S26] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture<br>FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 05.27: *Place graphics/scanned images from an existing file into a publication [S27] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 3.1: Identify problems and define their scope and elements<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 05.28: Crop graphics electronically [S28] | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.7: Use technological tools to exchange information and ideas |

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# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas<br>CA 7: identifying and evaluating relationships between language and culture<br>FA 2: the principles and elements of different art forms | 3.1: Identify problems and define their scope and elements<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 05.29: Create a two-sided, three-panel brochure using graphics and text for publication [S29] | CA 4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA 5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA 6: participating in formal and informal presentations and discussions of issues and ideas<br>CA 7: identifying and evaluating relationships between language and culture<br>FA 2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 05.30: Create a four-page newsletter using windows, blocks, text, graphics, frames and headings [S30] | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas |
| 05.31: Create a two-page newsletter using kerned letters for paragraph openings, wraparounds (runarounds) and graphics [S31] | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas |
| 05.32: Create a printed piece using tints, reverses and manipulated type for effect [S32] | CA 1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace |

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|---|---|---|
| | | 2.7: Use technological tools to exchange information and ideas |
| 05.33: Produce a multicolor flyer using electronic spot color separations [S33] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas |
| 05.34: Produce a trapped element indicating trap settings [S34] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas |
| 06.1: Clean and maintain camera and darkroom areas [E01] (Acq1.2) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 06.2: Sort work to be photographed into line, halftone and color copy [E02] (Acq1.1) | FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines<br>FA.5: visual and performing arts in historical and cultural contexts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 06.3: Make exposure tests (line exposure) [E03] (Acq1.1) | FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 06.4: Use camera filters if necessary for appropriate color copy [E04] (Acq1.1) | FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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|---|---|---|
| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 06.5: Expose line work with high-contrast film [E05] (Acq1.1) | FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 06.6: Determine basic density range of screen [E06] (Acq1.1) | FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 06.7: Determine density range of continuous tone copy with densitometer or gray scale [E07] (Acq1.1) | FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 06.8: Determine exposure through use of halftone calculator or computer-integrated system [E13] (Acq1.1) | FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 06.9: Expose photograph using high-contrast film and contact halftone screen [E10] (Acq1.1) | FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 06.10: Use duplicating film [E12] (Acq1.1) | FA.2: the principles and elements of different art forms | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 07.1: Mix processing chemicals [F01] (Acq1.1) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |

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|---|---|---|
| | | 3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |
| 07.2: *Develop film to proper density [F02] (Acq1.1) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.1: Identify problems and define their scope and elements<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 07.3: Inspect negative for quality and density [F06] (Acq1.1) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.1: Identify problems and define their scope and elements<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 07.4: Run and evaluate test strip from automatic film processor [F07] (Acq1.1) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.1: Identify problems and define their scope and elements<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 07.5: Process negative using automatic film processor [F08] (Acq1.1) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.1: Identify problems and define their scope and elements<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 07.6: *Inspect negatives for density, quality and size [F09] (Acq1.1) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.1: Identify problems and define their scope and elements<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 08.1: Make exposure tests on a contact frame with duplicating and contact film [G01] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.1: Identify problems and define their scope and elements<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 08.2: Make a contact print or positive by the contact method [G02] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.1: Identify problems and define their scope and elements<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 08.3: Expose for reverse choke and spreads by contact printing [G03] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.1: Identify problems and define their scope and elements<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

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# Graphic Communications/Printing

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|---|---|---|
| | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | |
| 08.4: Expose combination negatives with pin register by contact printing [G04] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.1: Identify problems and define their scope and elements<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 08.5: Use daylight contacting and duplicating films [G05] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.1: Identify problems and define their scope and elements<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 09.1: 'Use the register punch system for multiple exposures [H01] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 09.2: 'Draw all reference and centering lines on the masking sheets [H04] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 09.3: 'Check negatives against dummy layout [H05] (O4.1.1) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 09.4: 'Tape negatives in position on flat (imposition) and label [H06] (O4.1.3) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Graphic Communications/Printing

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
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| | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | |
| 09.5: *Open all areas of material to be printed [H07] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 09.6: *Opaque imperfections on negative [H02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 09.7: *Place and secure halftones and screen tints [H09] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 09.8: *Add registration marks and trim marks [H13] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 09.9: *Inspect finished flat for accuracy [H14] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems |

**KEY:** * = may use all "to do" statements  # = same Frameworks as previous competency
98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

## Graphic Communications/Printing

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 09.10: 'Check flat against copy and dummy layout [H15] (O4.2.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 10.1: 'Make a silverprint or blueline proof in a vacuum frame [I01] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| 10.2: Identify color proofing systems and their differences [I11] (O3.2.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| 10.3: Explain the importance of proofing [I12] (O3.1.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| 10.4: Show proofs to customers [I08] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| 10.5: Make changes and corrections to flat [I09] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| 10.6: Make revised proofs [I10] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| 10.7: Create a digital proof for pre-imaging inspection [I13] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| 11.1: *Check flat for imperfections, scratches, blocked images and imposition [J01] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 11.2: *Position flat and expose plate using single or multiple burns [J15] (O6.1.5) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources |

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| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | ## = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

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# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 11.3: Test and maintain chemicals for proper development [J16] (O6.1.4) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 11.4: Maintain plate processor [J17] (O6.2.1) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 11.5: Delete images from plate [J18] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 11.6: Inspect plate for accuracy and quality [J10] (O6.1.6) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 11.7: Preserve plate for future use [J11] (O6.1.6) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 11.8: File flats and plates in proper areas [J14] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>3.1: Identify problems and define their scope and elements<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.1: *Name major parts and systems of an offset printing unit [K37] | CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.2: the principles and elements of different art forms<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |

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# *Graphic Communications/Printing*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.2: Make ready dampening system [K38] (P1) | CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.3: Measure and mix dampening fountain solution [K08] (P1) | CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.4: Maintain pH/conductivity in fountain solution [K21] (P1) | CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives |

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# Graphic Communications/Printing

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.3: characteristics and interactions of living organisms<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.5: *Change and/or adjust feeder and delivery for different sheets and set guides accordingly [K02] (PTS2, 3) | CA.2: reading and evaluating fiction, poetry and drama<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.6: Air, jog and condition paper [K03] (PTS4) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.7: *Load stock into press feeder [K04] (PTS5) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

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# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 12.8: *Mount plate on press [K05] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.9: *Adjust impression to caliper of paper [K06] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | |
| 12.10: Inspect and pack blanket and plate cylinders [K39] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.11: *Put dampening fountain solution in press [K09] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.12: Change dampening roller covers [K40] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information |

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# Graphic Communications/Printing

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.13: Set dampening form rollers [K41] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | |
| 12.14: *Ink up press [K10] (I1, 2) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.15: Clean gum off metal plate with water [K11] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.16: *Square image up on paper [K12] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

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Competency Profile Date: 1997

# Graphic Communications/Printing

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.17: *Adjust ink fountain screws and maintain color [K42] (P3, P8, P9) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.18: *Register printing images to each other [K43] (P8, P10) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.19: Set ink form rollers and vibrator roller to appropriate pressure [K44] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

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# Graphic Communications/Printing

*Cross-Reference to Show-Me Standards*
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 12.20: *Use reflection densitometer to measure ink density [K18] (I5, QC2) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>FA.3: the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.21: Wipe off particles of dust or dried ink (hickies) from plate [K19] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.22: Perforate and score on press [K20] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.23: Run solid color [K23] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements |

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# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.24: Run screens/halftones [K45] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.25: Run multi-color work using PMS colors [K46] (I2) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.5: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.26: Run process color job [K47] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.27: Print single color job on carbonless paper [K48] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |

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# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 12.28: Set gauge for spray powder [K27] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.29: *Remove plate and gum, if necessary [K30] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.30: *Wash up press and ink rollers [K31] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.31: Remove, clean and store dampening systems [K49] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

# *Graphic Communications/Printing*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 12.32: Identify minor mechanical malfunctions [K50] (PM4) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 12.33: Lubricate press [K35] (PM3) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 12.34: *Perform preventive maintenance on press [K51] (PM2) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 12.35: Observe lock-out/tag-out procedures [K52] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.1: *Jog paper manually or by machine [L01] | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.2: *Prepare cutting layout [L04] (B1.2) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | |
| 13.3: *Make cuts according to cutting sequence or other instructions given [L05] (B1.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 13.4: *Cut paper with single-knife hydraulic paper cutter [L06] (B1.1) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.5: *Set up and run folder [L28] (B2.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.6: Perforate/score with wheel attached to delivery end of paper folder [L11] (B2.2) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements |

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|---|---|---|
| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.7: Perform saddle-wire binding (wire staple) [L12] (B4.2) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.8: Perform side-wire binding (wire staples) [L13] (B5.1) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.9: Identify different binding methods and their uses (e.g., perfect, thermal and case binding) [L29] (B5.1) | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.10: Perform spiral wire or plastic cylinder binding [L30] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.11: *Perform padding [L21] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.12: *Pad carbonless stock [L22] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |

2335

2336

# Graphic Communications/Printing

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 13.13: *Trim job after binding [L23] (B3.5) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.14: Drill stock [L24] (B5.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.15: *Gather and collate by hand and machine [L25] (B5.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |

| | | |
|---|---|---|
| KEY: | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 13.16: Perforate/score using rotary perforating machine [L27] (B2.2) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 13.17: Perform preventive maintenance on finishing equipment [L31] (PM2, PM3) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 14.1: *Receive paper, check invoices, check for damage in transit and store [M1] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| 14.2: *Handle paper without damaging, spilling or shifting its load in stock [M2] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |

2300

2400

# Graphic Communications/Printing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>HP.4: principles of movement and physical fitness | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 14.3: *Count paper (inventory) [M3] | | |
| 14.4: *Identify paper weights, types and grain [M5] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 15.1: Perform heat shrink wrapping [N1] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 15.2: Box completed job [N4] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 15.3: Band packages [N6] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |

KEY: * = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# Graphic Communications/Printing

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 15.4: Address lables on package [N7] (MandD2.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 15.5: Weigh letters or packages on postal scale to determine mailing costs [N8] (MandD2.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 15.6: Sort addresses for product labeling [N13] (MandD2.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>.2: Develop and apply strategies based on ways others have prevented or solved problems |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 15.7: Prepare mailings for postal delivery [N14] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 16.1: Use numbering machine | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |

2407

KEY: ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

2408

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 16.2: Laminate materials [O4] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.1: Explain reasoning and identify information used to support decisions |
| 17.1: Demonstrate an understanding of VICA, its structure and activities. | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| 17.2: Demonstrate an understanding of one's personal values. | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 17.3: Perform tasks related to effective personal management skills. | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 17.4: Perform interpersonal skills. | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| 17.5: Demonstrate etiquette and courtesy. | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 17.6: Demonstrate effectiveness in oral and written communication. | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 17.7: Develop and maintain a code of professional ethics. | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 17.8: Maintain a good professional appearance. | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| 17.9: Perform basic tasks related to securing and terminating employment. | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| 17.10: Perform basic parliamentary procedure in a group meeting. | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

NOTES: * = Core/essential skill, (B) = Blueprint, (M) = Math, (Sa) = Safety, (Sc) = Science, (T) = Tools. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# Industrial Maintenance

## *Cross-Reference to Show-Me Standards (mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.1: *Develop a positive concern for safety (e.g., accident costs, safe worker attributes, agencies, factors leading to | HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.2: Select the proper clothing and safety equipment for various jobs | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.3: Determine potential hazards and provide for safety (e.g., exits, fire extinguishers, telephone, power disconnect) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.4: Prepare for safety at each work station (e.g., tool condition and storage, ventilation) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.5: *Demonstrate the ability to perform jobs safely (e.g., fall protection, lifting, ladders, hand and power tool use, | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.6: *Demonstrate the ability to leave the shop or lab in a safe condition (e.g., cleanliness, close-down procedure) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.1: *Use hand tools (e.g., hammers, screwdrivers, hacksaws) | SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| B.2: *Use powered hand tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| C.1: *Perform basic math functions (add, subtract, multiply, divide) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| C.2: *Convert between values recorded as fractions, decimals and percents, using calculators when appropriate | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

2413

KEY: * = may use all "to do" statements   # = same Frameworks as previous competency
98 = same Frameworks as previous competency   99 = "to know" statements may not be applicable

Competency Profile Date: 1996

2413 A

# Industrial Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| C.3: *Solve work-related problems involving the basic arithmetic operations using whole numbers, fractions and decimals | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| C.4: *Read instruments that involve the metric and English systems of units, and solve occupationally specific problems | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| D.1: *Interpret schematics and related symbols | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace |
| D.2: *Interpret orthographic projections (e.g., multi-view, isometric) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.6: Apply communication techniques to the job search and to the workplace |
| D.3: Apply geometric dimensioning and tolerancing | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| E.1: *Describe importance of record keeping (e.g., quality standards, etc.) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.2: Review and revise communications to improve accuracy and clarity |
| E.2: *Generate maintenance records (e.g., asset history, work orders, reports, preventive maintenance, calibration) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 2.5: Perform or produce works in the fine and practical arts |
| E.3: *Identify different types of data entry | CA.7: identifying and evaluating relationships between language and culture | 1.4: Use technological tools and other resources to locate, select and organize information |
| E.4: *Perform manual data entry | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information |
| E.5: *Perform automatic data entry | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information |
| E.6: *Maintain records using a computer | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information |
| F.1: *(Sa) Follow safety practices (e.g., rigging, lock-out, tag-out [stored energy], pinch points, rotating machinery, chemical hazards, excessive heat) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.2: *(Sc) Identify laws of motion and force (e.g., horsepo | SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, worke |

**KEY:** * = may use all "to do" statements
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# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| wer, torque, direction, rpm) | | rs, citizens and consumers |
| F.3: *(T) Use special-purpose hand/power tools (e.g., pullers, presses, dial indicators, torque wrenches, tachometer) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| F.4: *(B) Read assembly-type blueprints (e.g., equipment manual information: exploded view [detail, enlarged], serial numbers, parts lists) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences |
| F.5: *Identify components of power systems (e.g., bearings, shafts, housing, power source, keyways, belts) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 2.6: Apply communication techniques to the job search and to the workplace |
| F.6: *Identify ways to transmit power (e.g., mechanical--belts and chains, hydraulic) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.6: Examine problems and proposed solutions from multiple perspectives |
| F.7: *(M) Determine ratios and proportions (e.g., ratios between the drive and driven) | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| F.8: *Identify/perform mechanical alignments (e.g., belts, chains, couplings, shaft, pulleys, housings, balancing, bearings, gauging, adjustments, alignment, loading, tensioning, dimensioning, tolerancing) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| F.9: *Distinguish between types of lubricants, their uses and application methods (e.g., drip, pressure) | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.2: Conduct research to answer questions and evaluate information and ideas |
| F.10: Perform basic problem-solving techniques (e.g., alignment, wear, heat, vibration, friction, noise, fatigue, environmental conditions) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| F.11: Locate PM (preventive maintenance) needs of equipment and tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information |

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Competency Profile Date: 1996

# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | |
| F.12: Perform PM tasks | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| F.13: Log PM results | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.6: Apply communication techniques to the job search and to the workplace |
| G.1: *(Sa) Follow safety practices (e.g., lock-out, tag-out, tool maintenance, safe live work practices [OSHA, NEC, local codes]) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.2: *(Sc) Identify and calculate examples of electrical laws (e.g., Ohm's, Kirchhoff's, watts, series-parallel circuits) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| G.3: *Differentiate between AC and DC theory (e.g., DC=batteries, conductors, insulators) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| G.4: *(B) Identify symbols used in electrical drawings | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.6: Apply communication techniques to the job search and to the workplace |
| G.5: (B) Draw pictorial and schematic wiring and ladder diagrams | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| G.6: 'Identify circuit protection devices | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.6: Apply communication techniques to the job search and to the workplace |
| G.7: 'Use measurement devices | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.8: 'Identify types of electrical motors (e.g., single-phase, three-phase, centrifugal, squirrel cage) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.6: Apply communication techniques to the job search and to the workplace |
| G.9: Identify variable drive motors (e.g., DC, AC frequency, servos) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.6: Apply communication techniques to the job search and to the workplace |
| G.10: 'Explain uses of different voltage levels | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

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# Industrial Maintenance

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G.11: 'Distinguish between Wye and delta power (three-phase) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.6: Apply communication techniques to the job search and to the workplace |
| G.12: 'Perform basic AC single phase wiring | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.13: 'Perform basic three-phase wiring (e.g., 208, 240, 460) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.14: Describe different uses of transformers and their voltages | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| G.15: 'Build control circuits | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.16: 'Apply/install electrical devices and components | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |

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# Industrial Maintenance

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.17: Locate PM (preventive maintenance) needs of equipment and tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information |
| G.18: Perform PM tasks | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| G.19: Log PM results | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.6: Apply communication techniques to the job search and to the workplace |
| H.1: *(Sa) Follow safety practices (e.g., lock-out, tag-out, tool maintenance, safe live work practices [OSHA, NEC, local codes], robotic working envelope) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| H.2: *(Sc) Identify and calculate examples of electrical laws (e.g., Ohm's, Kirchhoff's, watts, series and parallel circuits, impedance, capacitance, inductance, magnetism) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| H.3: *(Sc) Use scientific notation and prefixes (e.g., mega, milli, micro) | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.2: Review and revise communications to improve accuracy and clarity |

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# Industrial Maintenance

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| H.4: *(B) Identify symbols used in electronics | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.6: Apply communication techniques to the job search and to the workplace |
| H.5: *(B) Draw pictorial and schematic wiring and ladder diagrams | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| H.6: *Identify electronic components, their relationships and uses | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.6: Apply communication techniques to the job search and to the workplace |
| H.7: *Distinguish among types of electronic connectors (e.g., nine-pin, RS-232, data collection, data transmission) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.6: Apply communication techniques to the job search and to the workplace |
| H.8: *(M) Use measuring devices (e.g., smaller tools, non-conductive tools, resistors, bench equipment, oscilloscope) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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Competency Profile Date: 1996

# Industrial Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| H.9: *Distinguish between analog and digital communication signals | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| H.10: *(M) Identify and convert number systems and codes for binary, hexadecimal, octal, BCD and Cartesian coordinates | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| H.11: *Interpret the six parts of logic (AND, OR, NOR, NAND, memory, truth tables) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| H.12: Describe concepts of industrial controllers (e.g., CNC, PLC, robotics) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| H.13: Identify different PLC components (e.g., racks, input-output, CPU, battery backup, EPROM, programmer, communication cables and connectors) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.6: Apply communication techniques to the job search and to the workplace |
| H.14: Identify different CNC components (e.g., input-output, CPU, post processor, connection hardware) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.6: Apply communication techniques to the job search and to the workplace |
| H.15: Identify basic components of robotic systems | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.6: Apply communication techniques to the job search and to the workplace |
| H.16: *Demonstrate basic electronic connection techniques (e.g., soldering, crimping, cable repair) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| H.17: *Perform logical steps of troubleshooting on electronic systems | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements |

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# *Industrial Maintenance*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| H.18: Locate PM (preventive maintenance) needs of equipment and tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information |
| H.19: Perform PM tasks | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| H.20: Log PM results | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.6: Apply communication techniques to the job search and to the workplace |
| I.1: *(Sa) Follow safety practices (e.g., lock-out, tag-out, stored energy, chemical hazards, high pressure, proper coupling techniques) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| I.2: *Identify fluids and contamination control techniques | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Industrial Maintenance*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>SC.1: properties and principles of matter and energy | 2.6: Apply communication techniques to the job search and to the workplace<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 1.3: *Identify laws and principles of fluid power (e.g., pressures, absolutes, gauge) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.6: Apply communication techniques to the job search and to the workplace |
| 1.4: *(M,Sc) Demonstrate and calculate elementary force, power, speed and pressure (Pascal's law) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 1.5: *Identify hydraulic components (e.g., pumps, reservoirs) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 2.6: Apply communication techniques to the job search and to the workplace |
| 1.6: *Identify pneumatic components (e.g., compressors, vacuum pumps) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 2.6: Apply communication techniques to the job search and to the workplace |
| 1.7: *(B) Sketch fluid power schematic symbols | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| I.8: *(T) Use special-purpose tools (e.g., benders, crimpers, flare-nut wrenches, tube cutters, reamers, pipe threaders) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| I.9: *Install connectors, piping and tubing in a hydraulic system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| I.10: *Install connectors, piping and tubing in a pneumatic system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| I.11: *Demonstrate use of actuators and control valves | CA.2: reading and evaluating fiction, poetry and drama<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| I.12: Troubleshoot fluid power systems | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| I.13: Locate PM (preventive maintenance) needs of equipment and tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information |
| I.14: Perform PM tasks | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| I.15: Log PM results | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.6: Apply communication techniques to the job search and to the workplace |
| J.1: '(Sa) Follow safety practices (e.g., lock-out, tag-out, safe handling of refrigerant) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.2: properties and principles of force and motion | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| J.2: 'Describe water treatment requirements | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.3: 'Describe cooling tower maintenance | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |

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# Industrial Maintenance

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| J.4: *(Sc)Identify principles of refrigeration | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| J.5: *Identify sealed system components (e.g., plumbing, fittings) | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.6: Apply communication techniques to the job search and to the workplace |
| J.6: *Test temperatures | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| J.7: *(B) Interpret schematic symbols for basic building systems | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 2.2: Review and revise communications to improve accuracy and clarity<br>2.4: Present perceptions and ideas regarding works of the arts, humanities and sciences<br>2.6: Apply communication techniques to the job search and to the workplace |
| J.8: *(M,Sc) Interpret psychrometric chart | | |
| J.9: *(M,Sc) Solve psychrometric problems | | |
| J.10: *(M,Sc) Measure air qualities (e.g., dry bulb, wet bulb, CFM) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| J.11: *(T) Identify and use related tools and instruments | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace |
| J.12: *Maintain air filtration systems | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Industrial Maintenance

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | |
| J.13: *Repair, replace and service electronic air cleaner | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| J.14: *Start and adjust a furnace | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| J.15: *Check and adjust air flow | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| J.16: *Perform preventive maintenance | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| J.17: Perform systematic problem solving of an air supply system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# Industrial Maintenance

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| J.18: Perform systematic problem solving of a fuel system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| K.1: Comply with EPA guidelines | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.8: impact of science, technology and human activity on resources and the environment<br>SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment |  |
| K.2: Identify sealed system accessories | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 2.6: Apply communication techniques to the job search and to the workplace |
| K.3: Leak-test and evacuate system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.4: Resolve high- and low-suction discharge pressure problems | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| K.5: Pump down unit | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | |
| K.6: Test compressor efficiency | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.7: Install, replace and repair compressor | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| K.8: Install and replace condensing unit | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.9: Install, repair and replace stem-type valve | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspa | 1.10: Apply acquired information, ideas and skills to different contexts as students, worke |

# Industrial Maintenance

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | pers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | rs, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| K.10: Install, replace and test control valves | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.11: Repair and replace condenser | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| K.12: Repair and replace evaporator | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| K.13: Remove and replace drier cartridge | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.14: Replace and repair metering device | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |

# Industrial Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| K.15: Adjust metering device | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.16: Replace defrost system components | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.17: Replace heaters | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| K.18: Perform cleanup of a contaminated system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| K.19: Charge refrigeration system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals |
| K.20: Perform systematic problem solving of an electrical system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| K.21: Perform systematic problem solving of a refrigerant system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |

# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| L.1: *(Sa) Follow safety practices (e.g., rigging, lock-out, tag-out, pinch points, rotating machinery, chemical hazards, excessive heat, open flame protection) | HP.2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| L.2: *(T) Identify and use tools appropriate to construction and repair | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace |
| L.3: *Demonstrate basic construction layout techniques as per print or diagram | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.4: *Demonstrate basic wood fabrication techniques (e.g., appropriate hand tool and power tool, material and fastener selection) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.5: Perform joint preparation for all types of materials (e.g., swaging, reaming, chamfering) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.6: *Demonstrate basic tool maintenance skills (grinding, sharpening) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

**KEY:** * = may use all "to do" statements  # = same Frameworks as previous competency
98 = same Frameworks as previous competency  99 = "to know" statements may not be applicable

# Industrial Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.7: *Describe common maintenance uses of a drill | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.8: *(M) Perform drilling operation using a tap and drill chart and formulas | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.9: (M) Calculate feeds and speeds | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.10: Describe common maintenance uses of a lathe | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.11: Make a simple part using a lathe | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

2453

**KEY:** * = may use all "to do" statements
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2453

# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.12: Describe common maintenance uses of a mill | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.13: Make a simple part using a mill | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.14: *Describe basic oxyfuel welding and cutting uses | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.15: *Prepare material for oxyfuel welding or cutting | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

2460

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

2461

# Industrial Maintenance

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | |
| L.16: *Select electrode or filler for oxyfuel welding or cutting | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.17: *Make fillet weld using oxyfuel | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.18: *Make groove weld using oxyfuel | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.19: *Cut plate using oxyfuel | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.20: *Solder and braze using oxyfuel | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.21: Describe basic SMAW uses | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.22: Set up SMAW machine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.23: Prepare material for SMAW | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.24: Select electrode or filler for SMAW | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

# *Industrial Maintenance*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | |
| L.25: Make fillet weld using SMAW | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.26: Make groove weld using SMAW | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.27: Describe basic GMAW uses | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.28: Set up GMAW machine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.29: Prepare material for GMAW | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

# Industrial Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.30: Select electrode or filler for GMAW | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.31: Make fillet weld using GMAW | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.32: Make groove weld using GMAW | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.33: Check fillet weld penetration using destructive/nondestructive testing | MA.3: data analysis, probability and statistics<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.6: Examine problems and proposed solutions from multiple perspectives |
| L.34: Locate PM (preventive maintenance) needs of equipment and tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information |
| L.35: Perform PM tasks | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Industrial Maintenance

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| L.36: Log PM results | CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.4: Use technological tools and other resources to locate, select and organize information<br>2.6: Apply communication techniques to the job search and to the workplace |
| M.1: Demonstrate an understanding of VICA, its structure and activities | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| M.2: Demonstrate an understanding of one's personal values | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| M.3: Perform tasks related to effective personal management skills | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| M.4: Demonstrate interpersonal skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| M.5: Demonstrate etiquette and courtesy | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| M.6: Demonstrate effectiveness in oral and written communications | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| M.7: Develop and maintain a code of professional ethics | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| M.8: Maintain a good professional appearance | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| M.9: Perform basic tasks related to securing and terminating employment | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| M.10: Perform basic parliamentary procedures in a group meeting | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

2470

KEY: ' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

2471

Competency Profile Date: 1996

NOTES: * = Core competencies (essential for the first day on the job). The numbers in brackets [e.g., A01] reflect the IDs used in computerized tracking software. Numbers in parentheses at the end of each competency apply to national skill standards by NTMA. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Machine Tool Technology*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 01.1: *Operate safely in the workshop in compliance with appropriate OSHA and EPA guidelines [A01] (I-5.2, 6.1) | HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.2: List machine shop safety rules and regulations [A02] (I-5.1, 6.1) | HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>HP.7: responses to emergency situations | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 02.1: *Convert common fraction to decimal fraction and vice versa [B01] (KSAO I-2.1) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 3.4: Evaluate the processes used in recognizing and solving problems |
| 02.2: *Determine tap drill size with formula and charts [B02] (I-2.1, 2.8) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.4: Evaluate the processes used in recognizing and solving problems |
| 02.3: *Convert customary measurements to metric and vice versa [B03] | MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 02.4: *Use calculator to perform mathematical operations [B04] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.4: Evaluate the processes used in recognizing and solving problems |
| 02.5: *Verify the accuracy of calculations derived with a calculator [B14] | MA.3: data analysis, probability and statistics | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 02.6: *Calculate amount of stock required [B05] | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.4: Evaluate the processes used in recognizing and solving problems |
| 02.7: Calculate part and feature dimensions and locations [B06] (I-2.2, 2.6) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.6: Examine problems and proposed solutions from multiple perspectives |
| 02.8: *Convert revolutions per minute (rpm) to surface feet per minute (sfpm) [B07] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.4: Evaluate the processes used in recognizing and solving problems |
| 02.9: *Calculate feeds and speeds [B08] | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 02.10: Determine tapers for machine set-up per formulas and charts [B09] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.4: Evaluate the processes used in recognizing and solving problems |
| 02.11: Determine sine bar set-up with formulas and charts [B10] | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.6: Examine problems and proposed solutions from multiple perspectives |
| 02.12: Perform angular and simple indexing calculations [B11] | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 3.6: Examine problems and proposed solutions from multiple perspectives |

**KEY:**
* = may use all "to do" statements
98 = same Frameworks as previous competency
# = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1996

# Machine Tool Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 02.13: *Calculate measurements of right triangles [B12] | MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 3.1: Identify problems and define their scope and elements |
| 03.1: *Measure using direct-reading instruments (such as scales, protractors and precision levels) [C25] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.6: Examine problems and proposed solutions from multiple perspectives |
| 03.2: *Measure using transfer instruments (such as plain inside and outside calipers, telescoping gages, adjustable hole gages and adjustable parallels) [C26] | MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information |
| 03.3: *Measure using precision measuring instruments (such as micrometers, gage blocks, verniers, dial | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information |
| 03.4: Measure using surface plate instruments (such as height gages, angle plates, and sine bars and plates) [C28] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information |
| 03.5: Measure using comparison instruments (such as radius gages, squares, cutter tooth gages and center | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information |
| 03.6: Measure using other instruments (such as optical comparators, coordinate measuring machines [CMM]) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information |
| 03.7: Measure pitch diameters using thread wires [C31] | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information |
| 04.1: *Interpret blueprints, including common drafting symbols [D02] (KSAO I-5.1, 5.2) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| 04.2: *Make a sketch from a finished workpiece [D03] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures |
| 04.3: Calculate tolerances and allowances [D04] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 04.4: *Calculate missing dimensions [D05] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.4: Evaluate the processes used in recognizing and solving problems |
| 04.5: Use geometric dimensioning and tolerancing [D06] (KSAO I-5.2) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.4: Evaluate the processes used in recognizing and solving problems |
| 05.1: *Use Machinery's Handbook to plan work [D07] (I-2.1 thru 2.9) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.2: Conduct research to answer questions and evaluate information and ideas |
| 05.2: Plan sequence of part layout based on blueprint information [D08] (I-1.1, II-1.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |
| 05.3: Plan sequence of machining operations [D09] (I-2.3 thru 2.9, II-1.1) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

2474

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1996

2475

# Machine Tool Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| 06.1: *Inspect part using hand tools (such as scales, micrometers, verniers and protractors) [O01] (I-3.1) | MA.3: data analysis, probability and statistics | 1.7: Evaluate the accuracy of information and the reliability of its sources |
| 06.2: Inspect part using surface plate instruments (such as indicators, height gages, angle plates, height-transfer gages, and sine bars and plates) [O02] (I-3.1) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information |
| 06.3: Inspect part using optical comparator [O03] (II-3.1) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information |
| 06.4: Inspect part using CMM (coordinate measuring machines) [O04] (II-3.2) | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information |
| 07.1: Follow a quality plan [P01] (I-3.2) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| 07.2: Participate in capability study [P02] (II-4.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.1: Develop questions and ideas to initiate and refine research |
| 07.3: Analyze the performance of a single-part production process [P03] (I-4.1) | SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.1: Develop questions and ideas to initiate and refine research |
| 07.4: Analyze the performance of a production process [P04] (I-4.2) | SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.1: Develop questions and ideas to initiate and refine research |
| 08.1: *Use and care for hand tools [E01] (KSAO) | SC.2: properties and principles of force and motion | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 08.2: *Cut materials with hand hack saw [E02] (I-2.1) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| 08.3: *Mark locations with prick and center punches [E04] (I-2.1, II-2.1) | SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| 08.4: Locate holes with transfer screws and transfer punches [E05] (I-2.1, II-2.1) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.5: *Bench file/deburr workpiece [E03] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information |

2476

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

2477

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.6: Cut threads with die [E06] (I-2.1) | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.7: Cut threads with hand tap [E07] (I-2.1) | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.8: Ream holes with hand reamer [E08] (I-2.1) | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.9: True and dress grinding wheels on pedestal/bench grinder [E09] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.10: Grind and shape tools on pedestal/bench grinder [E10] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.11: Use abrasives/whetting/polishing/lapping [E11] (III-2.1) | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.12: Grind using appropriate hand grinder [E12] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.13: Remove damaged screws [E13] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Machine Tool Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.14: Remove broken drills and taps [E14] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.15: Remove and install dowel pins [E15] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.16: Install a thread insert [E16] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.17: Straighten workpiece on arbor press [E17] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.18: Assemble and disassemble workpiece with arbor press [E18] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.19: Broach workpiece with broaching tool [E19] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 08.20: Assemble and disassemble precision parts [E20] | SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 09.1: *Identify types of metals and related materials [F01] | SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 09.2: List properties that affect machinability [F02] | SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information |

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Competency Profile Date: 1996

# Machine Tool Technology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | SC.2: properties and principles of force and motion | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.3: Correlate types of materials to their properties [F03] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.4: List major cutting tool variables [F04] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.5: Perform heat treatment process [F05] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Machine Tool Technology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.4: Evaluate the processes used in recognizing and solving problems<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.6: *Test workpiece for hardness with and without hardness tester [F06] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.7: Interpret time-temperature-transformation diagrams [F07] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 09.8: Identify the effect of heat treatment on materials [F08] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.5: Perform or produce works in the fine and practical arts<br>2.7: Use technological tools to exchange information and ideas<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.1: *Employ power saw safety guidelines [G01] | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 1.6: Discover and evaluate patterns and relationships in information, ideas and structures |

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# Machine Tool Technology

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 10.2: *Perform power saw care and maintenance [G02] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 10.3: Select blade type for sawing operations and materials [G03] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.4: Cut and weld band saw blades [G04] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.5: *Select and set speeds and feeds on power saw [G05] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.6: *Cut material to length with power saw [G06] (I-2.9) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# *Machine Tool Technology*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 10.7: *Select and apply cutting fluids [G08] (KSAOs) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.8: Contour saw to scribed line [G09] (II-2.2) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.9: Saw internal contours with band saw [G10] (II-2.2) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.1: *Employ drill press safety guidelines [H01] | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.2: *Perform drill press care and maintenance [H02] (I-5.1, 5.2, 5.3) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.3: *Set up and clamp workpiece to drill press table [H03] (I-2.8) | SC.2: properties and principles of force and motion | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.4: *Select drill type based on job requirements [H04] (I-2.8) | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.5: Determine cutting tool variables prior to use [H05] | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.6: *Set up drill press according to calculated feeds and speeds [H06] (I-2.8) | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.7: *Select and apply cutting fluids [H07] | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.8: *Drill holes to specification using manual feed [H08] (I-2.8) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.9: *Drill holes to specification using automatic feed [H09] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.10: *Countersink hole to specifications [H10] (I-2.8) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

# Machine Tool Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 11.11: *Counterbore hole to specifications [H11] (I-2.8) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.12: *Spotface to specific dimensions [H12] (I-2.8) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.13: *Mount workpiece on V-blocks [H13] | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.14: Power ream hole to size [H14] (I-2.8) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.15: Use drill jigs and bushings [H15] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.16: *Hand tap hole using drill press [H16] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.17: Tap hole with tapping attachments [H17] (I-2.8) | SC.1: properties and principles of matter and energy | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# Machine Tool Technology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.2: properties and principles of force and motion | 3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.18: Perform taper reaming and subsequent pipe tapping [H20] (II-2.14) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.19: *Sharpen drills at a pedestal grinder or with grinding attachments and specialized grinders [H18] | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.20: Set up radial drill press [H19] (II-2.13) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 12.1: *Employ lathe safety guidelines [I01] (I-6.1) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | |
| 12.2: *Perform lathe care and maintenance [I02] (I-5.1, 5.2, 5.3) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | |
| 12.3: *Align lathe centers using test bar and dial indicators [I03] (I-2.3, II-2.3) | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 12.4: *Select cutting tool based on job requirements [I35] (I-1.1, II-1.1) | SC.1: properties and principles of matter and energy | 3.7: Evaluate the extent to which a strategy addresses the problem |
| 12.5: *Calculate feeds and speeds for lathe set-up [I05] (I-1.1, II-1.1) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.4: Evaluate the processes used in recognizing and solving problems |
| 12.6: *Free-hand grind turning and facing tools [I06] (I-5.3) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 12.7: *Select and apply cutting fluids [I07] (KSAOs) | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved proble |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
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| | | ms<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 12.8: *Operate lathe controls [108] (I-2.3, 2.4, II-2.3, 2.4, 2.5) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.9: *Face workpiece and center drill [109] (II-2.4) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.10: *Set up tooling [110] (I-2.3, 2.4, II-2.3, 2.4, 2.5, III-2.3, 2.4, 2.5, 2.6) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.11: *Turn workpiece between centers [111] (I-2.3, II-2.3) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.12: *Indicate workpiece in four-jaw chuck [112] (I-2.4) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.13: *Drill holes [113] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.14: *Ream holes [114] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.15: *Bore holes [115] (II-2.5) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.16: *Countersink holes [116] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# Machine Tool Technology

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 12.17: *Counterbore holes [I17] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.18: Knurl parts [I18] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.19: Free-hand grind 60-degree threading tool [I19] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.20: Chase external/internal threads [I36] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.21: Chase metric threads [I22] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.22: Cut multiple lead threads [I31] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.23: Cut Acme threads [I32] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.24: Use compound rest to cut short external/internal tapered surfaces [I23] (III-2.3) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.25: Cut tapers by offset tailstock [I24] (II-2.3) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.26: Cut external tapered surface with taper attachment [I25] (II-2.5) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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Competency Profile Date: 1996

# *Machine Tool Technology*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.2: properties and principles of force and motion | |
| 12.27: Cut internal tapered surface with taper attachment [I26] (II-2.5) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.28: *Align workpiece on faceplate [I27] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.29: *Perform lathe filing [I28] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.30: *Polish workpiece [I29] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.31: Turn or thread long workpieces using follower and steady rest [I30] (III-2.4) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.32: Use form tooling [I33] (III-2.3) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.33: Use mandrel [I34] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 13.1: *Employ milling machine safety guidelines [J01] (I-6.1) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 13.2: *Perform care and maintenance of milling machines [J02] (I-5.1, 5.2, 5.3) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 13.3: *Tram (align) mill head [J03] | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 13.4: *Select milling machine attachments according to | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved |

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# *Machine Tool Technology*

*Cross-Reference to Show-Me Standards*
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| job requirements [J28] (I-2.3, 2.4, 2.5, II-2.10, 2.11) | | problems |
| 13.5: *Align workpiece mounted on machine table [J05] | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| 13.6: *Calculate feeds and speeds and set up mill accordingly [J06] (I-1.1, II-2.1) | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 3.4: Evaluate the processes used in recognizing and solving problems |
| 13.7: *Select and apply cutting fluids [J07] (KSAOs) | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 13.8: *Select cutting tool based on job requirements [J08] (I-1.1, II-1.1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.9: *Square up workpiece in milling vise using face mill [J09] (II-2.6) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.10: Mill workpiece with end mill [J10] (I-2.6, II-2.6) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.11: Locate work with edge finder [J11] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.12: Drill holes with milling machine [J12] (II-2.7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.13: *Ream holes [J13] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.14: *Bore holes with milling machine [J14] (II-2.7, 2.12) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.15: Use form cutter to mill workpiece [J29] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.16: Machine workpiece mounted on V-blocks [J16] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.17: *Machine external straight keyway [J17] (II-2.8) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.18: *Machine woodruff keyway [J18] (II-2.8) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.19: *Mill simple and compound angles [J30] (III-2.7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.20: Mill an external radius with rotary table [J20] (II-2.10) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.21: Mill an internal radius with rotary table [J21] (II-2.10) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |

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# Machine Tool Technology

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 13.22: *Mill workpiece using simple indexing operation [J22] (II-2.11) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.23: *Use digital readout [J23] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.24: Machine workpiece by straddle milling [J24] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 13.25: Perform gang milling [J25] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 14.1: *Employ grinder safety guidelines [K01] (I-2.7a, I-6.1) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 14.2: *Perform grinder care and maintenance [K13] (I-5.2) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 14.3: *Select and apply cutting fluids [K03] (KSAOs) | SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 14.4: *Inspect and ring-test grinding wheel [K14] (I-2.7a) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 14.5: Balance grinding wheel [K05] (II-2.17, III-2.10) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 14.6: *Select and mount grinding wheel [K06] (I-2.7a) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 14.7: *True and dress machine tool grinding wheel [K07] (I-2.7a) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 14.8: Grind workpiece on magnetic chuck using power feed [K08] (I-2.7b, II-2.15) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 14.9: *Square up workpiece on surface grinder [K09] (II-2.15) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 14.10: *Indicate workpiece to be ground [K10] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 14.11: Dress form on grinding wheel [K15] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 14.12: Grind form into part [K16] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 14.13: Grind angular surfaces [K11] (II-2.16) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 14.14: Grind straight and tapered surfaces between centers using cylindrical grinding [K12] (II-2.18, III-2.11) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 15.1: *Employ tool-and-cutter grinding safety guidelines [L01] | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 15.2: *Perform care and maintenance of tool-and-cutter grinder [L02] | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 15.3: *Inspect and ring-test grinding wheels [L03] | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 15.4: Select and mount grinding wheel [L04] | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 15.5: True and dress grinding wheel [L05] | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>SC.1: properties and principles of matter and energy | 1.4: Use technological tools and other resources to locate, select and organize information<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# *Machine Tool Technology*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 15.6: Set up machine [L06] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 15.7: Sharpen cutters on tool-and-cutter grinders [L07] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 16.1: *Employ CNC machine safety guidelines [M01] (I-6.1) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 16.2: *Perform care and maintenance [M02] (I-5.1, 5.2, 5.3) | HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 16.3: Calculate coordinates and dimensions needed for CNC program [M03] | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 3.4: Evaluate the processes used in recognizing and solving problems |
| 16.4: Write program for CNC machine [M04] (II-2.21, III-2.16) | MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 16.5: Produce RS-274-D program using manufacturing modeling software [M07] (III-2.17) | MA.6: discrete mathematics (such as graph theory, counting techniques, matrices) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 16.6: Set up a CNC machine [M05] (III-2.18, 2.19) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 16.7: Machine workpiece with CNC machine [M06] (II-2.22, 2.23, III-2.18, 2.19) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 17.1: Operate a plunge electric discharge machine [Q01] (II-2.19) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 17.2: Operate a two-axis electric discharge machine [Q02] (II-2.20) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |
| 18.1: Demonstrate an understanding of VICA, its structure and activities | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| 18.2: Demonstrate an understanding of one's personal values | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 18.3: Perform tasks related to effective personal management skills | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 18.4: Demonstrate interpersonal skills (NTMA I-7.3) | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| 18.5: Demonstrate etiquette and courtesy | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 18.6: Demonstrate effectiveness in oral and written communication | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| 18.7: Develop and maintain a code of professional ethics | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 18.8: Maintain a good professional appearance | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| 18.9: Perform basic tasks related to securing and terminating employment (NTMA I-7.1, 7.2) | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| 18.10: Perform basic parliamentary procedures in a group meeting | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

NOTE: * Recommended supplemental competencies for Building Trades programs. **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# *Plumbing*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A*.1: Demonstrate good safety practices | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.7: responses to emergency situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>2.2: Review and revise communications to improve accuracy and clarity<br>3.1: Identify problems and define their scope and elements<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A*.2: Demonstrate proper techniques for lifting and carrying | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A*.3: Exercise extreme caution working around electric lines and equipment | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.7: responses to emergency situations<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A*.4: Maintain work area properly | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A*.5: Observe safety signs and color codes | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>3.1: Identify problems and define their scope and elements<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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# Plumbing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A*.6: Identify and report potential safety hazards | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) | 1.1: Develop questions and ideas to initiate and refine research<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>3.1: Identify problems and define their scope and elements<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A*.7: Practice ladder and scaffold safety | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A*.8: Safely operate fuel-air torch | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A*.9: Wear required safety equipment, i.e. safety glasses, protective clothing, ear plugs and hard hat | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.7: responses to emergency situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A*.10: Demonstrate safe procedures when using hand tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A*.11: Demonstrate safe procedures when using power tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A*.12: Identify types of fire extinguishers and their proper uses | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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# Plumbing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.7: responses to emergency situations<br>SC.1: properties and principles of matter and energy | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A*.13: Practice fire safety when operating heating equipment or hot materials | HP.7: responses to emergency situations<br>SC.1: properties and principles of matter and energy | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A*.14: Demonstrate safe practices when using flux | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.7: responses to emergency situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.1: Identify employment opportunities in the plumbing trade | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)<br>SS.6: relationships of the individual and groups to institutions and cultural traditions<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.6: Apply communication techniques to the job search and to the workplace<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks<br>4.8: Explore, prepare for and seek educational and job opportunities |

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# Plumbing

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| B.2: *Identify plumbing terminology, i.e. code applications | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| B.3: Read measuring devices | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| B.4: *Perform general mathematical calculations | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| B.5: *Read and interpret a blueprint | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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|---|---|---|
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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| B.6: *Sketch plumbing layout | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| B.7: *Read and interpret catalog information | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| B.8: *Read and interpret specifications | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| B.9: *Prepare a bill of materials | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works |

# *Plumbing*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | |
| B.10: *Read and interpret applicable codes | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |
| B.11: Identify basic framing members | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information |
| C.1: *Identify and use common hand tools | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.2: *Identify and use common power tools | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>HP.4: principles of movement and physical fitness<br>HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.3: Operate a three-way threader (by hand) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

| KEY: | | |
|---|---|---|
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | |
| C.4: Operate the drop-head rachet threader (by hand) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.5: Operate an adjustable 1-2" rachet threader (by hand) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.6: *Assemble fittings using two pipe wrenches | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.2: Review and revise communications to improve accuracy and clarity<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.7: Operate a power threader with nipple chuck | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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25 27

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | |
| C.8: Operate a power vise with three-way threader | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.9: Operate a power vise with drop-head ratchet threader | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.10: Operate a power vise with 1/2" and 3/4" quick-open threader | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Plumbing

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | |
| C.11: Operate a power vise with 1-2" quick-open threader | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.12: *Operate a right-angle drill | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| C.13: *Operate a reciprocating saw | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.1: properties and principles of matter and energy<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.1: *Cut cast-iron pipe with snap-type cutter | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

**KEY:** * = may use all "to do" statements   # = same Frameworks as previous competency
98 = same Frameworks as previous competency   99 = "to know" statements may not be applicable

# Plumbing

***Cross-Reference to Show-Me Standards (mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.2: *Cut cast-iron pipe with ratchet cutter | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.3: *Construct and water-test a cast-iron/lead and oakum assembly | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.4: *Construct a cast-iron assembly with compression gasket joints | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Plumbing

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.2: properties and principles of force and motion<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.5: *Construct a no-hub cast-iron pipe assembly | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.6: Construct a soil, waste and vent assembly of PVC-DWV (polyvinyl chloride-drain waste vent) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.7: *Cut a vitrified clay pipe using a hammer and chisel | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.8: Cut a vitrified clay pipe with a snap cutter | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.9: Assemble a vitrified clay pipe mechanical joint | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.10: 'Install a clay-to-plastic adapter coupling | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.11: 'Cut plastic pipe using handsaw | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.12: 'Cut plastic pipe using tubing cutter | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.13: 'Excavate a trench and maintain desired grade | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.7: responses to emergency situations<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.14: *Install a floor drain | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions |
| D.15: *Rough-in for three-fixture bath, including main vent and flashing | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.16: Rough-in a kitchen sink | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.17: Rough-in a washing machine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# *Plumbing*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.18: Rough-in for water closet | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.19: Rough-in for indirect waste | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions |

| KEY: | ' = may use all "to do" statements | # = same Frameworks as previous competency |
|---|---|---|
|  | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.20: Install a water-closet flange | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.21: Install back-flow valve | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| D.22: Perform a standing water/leak test | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion<br>SC.5: processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

# Plumbing

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| E.1: Construct a soft tubing assembly with flare fittings | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.2: Construct a soft tubing assembly with compression joints | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.3: Construct a soft tubing assembly with solder joints | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.4: Install a water distribution system of galvanized steel | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |

**KEY:**
' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Competency Profile Date: 1989

# Plumbing

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.5: Install a water distribution system of hard-drawn copper ' | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.6: 'Install a water distribution system of CPVC (chlorinated polyvinyl chloride) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |

**KEY:**
' = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.7: Install a tub-filler/shower valve | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.8: Rough-in water supply for a washing machine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

2550

2551

# Plumbing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.9: Rough-in water supply for lavatory | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.10: Rough-in water supply for a kitchen sink | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.11: *Install a hose bibb (bibcock) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.12: Install a building's water service | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.13: Rough-in water supply for a tank-type water closet | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.14: Rough-in water supply for a bathtub and/or shower | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.15: 'Rough-in water supply for a water heater | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.16: 'Rough-in for three-fixture bath | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Plumbing

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| E.17: *Install main shut-off valve | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.18: *Apply 50/50 solder system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.19: *Apply 95/5 solder system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.20: *Apply lead-free solder system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.21: Apply sil-braze system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.22: Install a prefabricated air chamber | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| E.23: *Perform an air-pressure test | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# Plumbing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | |
| E.24: *Perform a water-pressure test | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.1: Identify components of fixture hardware | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |
| F.2: Install a lavatory (cabinet installation) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.3: Trim out a lavatory | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.4: Install a tank-type water closet | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspa | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# Plumbing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | pers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions |
| F.5: *Install kitchen sink | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions |
| F.6: Trim out a kitchen sink | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions |
| F.7: Install garbage disposal | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| F.8: Hook up a dishwasher | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.9: Install a wall-hung lavatory | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.10: *Install a gas water heater | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.11: *Install an electric water heater | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.12: Install tub and shower valve | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.13: Set a bathtub | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.14: Install a shower stall | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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Competency Profile Date: 1989

# Plumbing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.15: Install service sink | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.16: Install shut-off valves | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| F.17: *Trim out a three-fixture bath | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.1: Replace water closet wax ring | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G.2: Repair or replace water closet ball cock | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.3: Repair or replace water closet flush valve | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.4: Replace water closet tank gasket | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.5: Clear stoppage using closet auger | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.6: Replace faucet washer and seat | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

# Plumbing

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions |
| G.7: Replace P.O. (patented overflow) plug | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.8: Replace lavatory trap | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.9: *Repair or replace lavatory faucet, two-handled mixing valve | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions |
| G.10: *Repair or replace lavatory sink faucet, single-lever | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions |
| G.11: Replace tub connected waste and overflow | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.12: Replace tub diverter | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.13: Replace tub shower arm and head | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.14: Replace kitchen sink | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

# Plumbing

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G.15: *Repair or replace kitchen sink faucet, two-handled mixing valve | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.16: *Repair or replace kitchen sink faucet, single-lever | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.17: Replace sink waste, basket strainer type | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.1: Explain reasoning and identify information used to support decisions |
| G.18: Replace kitchen sink trap | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

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Competency Profile Date: 1989

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G.19: Replace kitchen sink continuous waste | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.5: mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.20: Remove and replace garbage disposal | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.21: Replace gas water heater | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.22: Replace gas water heater control valve | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.23: Replace gas water heater thermocouple | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

| KEY: | | |
|---|---|---|
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| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.24: Replace electric water heater | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>HP.4: principles of movement and physical fitness<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.25: Replace electric water heater elements | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.26: Replace electric water heater thermostats | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.27: *Thaw frozen pipes | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |

# *Plumbing*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.28: *Insulate water lines | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| G.29: *Repair solder joint | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| G.30: Install repair coupling | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| G.31: Repair or replace control valves | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.1: Explain reasoning and identify information used to support decisions<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| H.1: Install expansion anchors | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| H.2: Place inserts | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operatinns and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| H.3: Install red-head anchors | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works |

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# Plumbing

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| H.4: *Hang pipe using wire pipe hooks | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| H.5: *Hang pipe using perforated straps | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| H.6: Hang pipe using clevis hangers | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems |

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# *Plumbing*

### *Cross-Reference to Show-Me Standards (mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| H.7: Hang pipe using a split-ring hangers | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| H.8: Install beam clamps | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| H.9: *Support pipe using a riser clamps | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| H.10: *Install backing boards for fixtures | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems |
| H.11: *Install bathtub supports | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.1: Explain reasoning and identify information used to support decisions |
| H.12: *Install backing for shower head supports | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.1: Explain reasoning and identify information used to support decisions |
| H.13: Install pipe sleeves through concrete or masonry wall | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.2: properties and principles of force and motion | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.1: Explain reasoning and identify information used to support decisions |

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# Plumbing

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| I.1: Demonstrate an understanding of VICA, its structure and activities | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| I.2: Demonstrate an understanding of one's personal values | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| I.3: Perform tasks related to effective personal management skills | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| I.4: Demonstrate interpersonal skills | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| I.5: Demonstrate etiquette and courtesy | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| I.6: Demonstrate effectiveness in oral and written communications | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| I.7: Develop and maintain a code of professional ethics | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| I.8: Maintain a good professional appearance | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| I.9: Perform basic tasks related to securing and terminating employment | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| I.10: Perform basic parliamentary procedures in a group meeting | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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Competency Profile Date: 1989

# *Small Engines*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.1: Demonstrate proficiency in general safety practices | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.2: Use proper techniques in the care and use of tools and equipment | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| A.3: Demonstrate ability to work accurately with precision tools and instruments | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 1.2: Conduct research to answer questions and evaluate information and ideas |

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Competency Profile Date: 1988

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| A.4: Demonstrate ability to use service manuals, part catalogs and price lists | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.8: Assess costs, benefits and other consequences of proposed solutions<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| A.5: Perform tasks within assigned time limits | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.3: data analysis, probability and statistics<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.3: Analyze the duties and responsibilities of individuals in societies<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| B.1: Identify common hand tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| B.2: Demonstrate the proper use and care of hand tools | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |

# Small Engines

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health)<br>SC.8: impact of science, technology and human activity on resources and the environment | 3.1: Identify problems and define their scope and elements<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| B.3: Identify precision measuring tools and equipment | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| B.4: Demonstrate the proper use and care of precision measuring tools and equipment | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem |

KEY: * = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

# Small Engines

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| B.5: Identify and use related power tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| B.6: Demonstrate the proper use and care of related power tools | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| B.7: Identify common cutting tools | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| B.8: Demonstrate the proper use and care of cutting tools | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>3.7: Evaluate the extent to which a strategy addresses the problem<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# *Small Engines*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| B.9: Identify and use tools to restore threads on fasteners | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| C.1: Identify and select related fasteners | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |
| C.2: Measuring bolts and threads, SAE grade and metric | MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D.1: Test, repair, or replace fuel pump | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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Competency Profile Date: 1988

# *Small Engines*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| D.2: Test, repair, or replace fuel filters and strainers | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D.3: Remove, clean and replace fuel tank, shut-off valves, fuel lines, fuel hoses, and connections | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D.4: Clean, rebuild, or replace diaphragm-type carburetor | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D.5: Clean, rebuild, or replace float-type carburetor | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |

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Competency Profile Date: 1988

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D.6: Adjust fuel mixture and check for air leaks | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D.7: Service oil-bath air cleaner | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D.8: Service oil-foam air cleaner | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| D.9: Service dry-element air cleaner | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# Small Engines

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| E.1: Inspect, adjust, and repair air-vane governor system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E.2: Inspect, adjust, and repair mechanical governor system and linkages | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| E.3: Adjust engine RPM's to manufacturer's specifications | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.1: Read and interpret electrical meters | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives |

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Competency Profile Date: 1988

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | SC.8: impact of science, technology and human activity on resources and the environment | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.2: Read electrical schematics | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.3: Test, service, and/or replace battery | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

# Small Engines

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| F.4: Test, repair, and/or replace safety interlock | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.5: Test, repair, and/or replace charging system components | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| F.6: Test and replace sending units | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |

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# Small Engines

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>SC.1: properties and principles of matter and energy<br>SC.7: processes of scientific inquiry (such as formulating and testing hypotheses)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.6: Discover and evaluate patterns and relationships in information, ideas and structures<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.1: Remove and service spark plug | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.2: Check ignition timing | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.3: Test and repair breaker ignition system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |

2618

**KEY:**
* = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

2619

# *Small Engines*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.4: Test and repair breakerless ignition system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| G.5: Troubleshoot ignition systems | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.1: Change engine oil and filter | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.2: Service crankcase breather | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

2620

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

2621

# Small Engines

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| H.3: Inspect, repair, and/or replace pressure lubrication system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.4: Inspect and replace splash lubrication components | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.5: Locate and repair leaking gaskets and seals | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.6: Demonstrate the ability to mix gas and oil for a 2-stroke cycle engine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| H.7: Select proper oil | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

**KEY:** * = may use all "to do" statements # = same Frameworks as previous competency
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| I.1: Service air-cooled system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| I.2: Service liquid-cooling system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| I.3: Remove, inspect, repair, and/or replace water pump | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| I.4: Remove, check, and replace thermostat | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>CA.6: participating in formal and informal presentations and discussions of issues and ideas<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

2624

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| I.5: Perform a pressure test on cooling system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| I.6: Remove, check, and replace radiator | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| J.1: Service and/or replace a 2-stroke-cycle exhaust system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| J.2: Service and/or replace a 4-stroke exhaust system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| K.1: Remove, repair, and/or replace recoil starter | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| K.2: Remove, inspect, and replace starter clutch | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| L.1: Test and repair starter solenoid | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>SC.8: impact of science, technology and human activity on resources and the environment | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| L.2: Repair or replace starter motor | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| L.3: Repair or replace related electrical components including safety devices | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas |

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# *Small Engines*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| M.1: Troubleshoot the ignition system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| M.2: Troubleshoot the fuel system | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| M.3: Troubleshoot compression problems | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| N.1: Identify the characteristics of the 4-stroke-cycle engine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| N.2: Describe the operating cycle of the 4-stroke-cycle engine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives |
| N.3: Disassemble a 4-stroke-cycle engine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

2632

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2633

# Small Engines

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| N.4: Inspect and service a cylinder | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| N.5: Inspect and service the pistons, rings, and connecting rod | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| N.6: Inspect and service a crankshaft assembly | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| N.7: Inspect and service a valve train assembly | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

2634

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2635

Competency Profile Date: 1988

# Small Engines

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| N.8: Reassemble 4-stroke-cycle engine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| O.1: Identify the characteristics of the 2-stroke-cycle engine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| O.2: Describe the operating cycle of the 2-stroke-cycle engine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace<br>2.7: Use technological tools to exchange information and ideas<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| O.3: Disassemble a 2-stroke-cycle engine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| O.4: Inspect and service cylinder | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

**KEY:** ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

# *Small Engines*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| O.5: Inspect and service the pistons, rings, and connecting rod | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| O.6: Inspect and service a crankshaft assembly | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| O.7: Check and replace reed valves | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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Competency Profile Date: 1988

2641

# Small Engines

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| O.8: Reassemble 2-stroke-cycle engine | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| P.1: Identify the component parts of a manual transmission | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| P.2: Identify the component parts of a transaxle | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| P.3: Identify the component parts of clutch systems | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| P.4: Identify the component parts of a hydrostatic transmission | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.4: Use technological tools and other resources to locate, select and organize information |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
|  | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| P.5: Identify the component parts of brake systems | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Q.1: Adjust tension and alignment of pulleys and belts | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Q.2: Sharpen and balance rotary blades | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)<br>MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.3: data analysis, probability and statistics | 1.1: Develop questions and ideas to initiate and refine research<br>1.3: Design and conduct field and laboratory investigations to study nature and society<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.7: Evaluate the accuracy of information and the reliability of its sources<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>3.6: Examine problems and proposed solutions from multiple perspectives<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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# *Small Engines*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| Q.3: Adjust and replace control cables | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Q.4: Service decks and accessories | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Q.5: Lubricate chassis components | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Q.6: Inspect and adjust brakes | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 1.4: Use technological tools and other resources to locate, select and organize information<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| Q.7: Inspect and adjust clutch | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspa | 1.4: Use technological tools and other resources to locate, select and organize informatio |

2646

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2647

Competency Profile Date: 1988

# *Small Engines*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | pers, technical manuals)<br>CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | n<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.7: Use technological tools to exchange information and ideas<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| R.1: Demonstrate an understanding of VICA, its structure and activities. | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| R.2: Demonstrate an understanding of one's personal values. | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace<br>4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| R.3: Perform tasks related to effective personal management skills. | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| R.4: Demonstrate interpersonal skills. | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| R.5: Demonstrate etiquette and courtesy. | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| R.6: Demonstrate effectiveness in oral and written communication. | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| R.7: Develop and maintain a code of professional ethics. | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| R.8: Maintain a good professional appearance. | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| R.9: perform basic tasks related to securing and terminating employment. | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| R.10: Perform basic parliamentary procedure in a group meeting. | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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NOTES: * = Core competencies (essential for the first day on the job). The numbers in brackets [e.g., A01] reflect the IDs used in computerized tracking software. Numbers in parentheses at the end of each competency apply to national skill standards by AWS (EG2.0-95). **NOTE: These competencies are addressed in the Missouri VICA Curriculum Guide lessons.

# Welding

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 01.1: *Identify and correct or report safety hazards [A01] | HP.7: responses to emergency situations | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.2: *Identify and utilize proper storage for flammables [A02] | HP.7: responses to emergency situations | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.3: *Identify and demonstrate correct use of fire extinguishers [A03] | HP.7: responses to emergency situations | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.4: *Identify ventilation hazards and take corrective action [A04] | HP.7: responses to emergency situations | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.5: *Observe and adhere to safety labels [A05] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |

| KEY: | | |
|---|---|---|
| | * = may use all "to do" statements | # = same Frameworks as previous competency |
| | 98 = same Frameworks as previous competency | 99 = "to know" statements may not be applicable |

# Welding

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 01.6: *Maintain, use and safely work with machines, tooling and equipment [A06] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.7: *Use power equipment, grinder, drill press and power saw safely/correctly [A11] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 01.8: *Identify confined space and fall protection hazards [A16] | HP.7: responses to emergency situations | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 02.1: *Obtain and use reference books and charts [A07] | MA.3: data analysis, probability and statistics | 1.2: Conduct research to answer questions and evaluate information and ideas<br>1.4: Use technological tools and other resources to locate, select and organize information<br>1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>3.1: Identify problems and define their scope and elements |
| 02.2: *Apply math to solution of welding problems - whole numbers, fractions, decimals, rounding numbers [A08] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| 02.3: Apply math to solution of welding problems - geometry and trigonometry [A17] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.7: Evaluate the extent to which a strategy addresses the problem |
| 02.4: *Identify basic hand tools [A09] | | |
| 02.5: *Select, use and care for hand tools [A10] | | |
| 02.6: *Identify and store electrodes/filler materials [A12] | | |
| 02.7: *Read and implement welding procedures [A13] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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2652

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 3.7: Evaluate the extent to which a strategy addresses the problem |
| 02.8: *Identify basic power sources [A14] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 02.9: Identify structural shapes, sizes and weights [A18] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 03.1: *Read and interpret basic prints [B01] (B1) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 03.2: *Interpret welding symbols, abbreviations and joint designs [B02] (B2) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.5: Comprehend and evaluate written, visual and oral presentations and works<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 03.3: Construct an exercise(s) using basic print and sketch [B03] | | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts |
| 03.4: Make sketches - pictorial and orthographic [B04] (B1) | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 2.5: Perform or produce works in the fine and practical arts<br>2.6: Apply communication techniques to the job search and to the workplace |
| 03.5: Convert English measurements to metric and vice-versa [B06] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations | |
| 04.1: Make layout of material for plate, structural and pipe fabrication [D01] | MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations<br>MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes<br>MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| 04.2: *Prepare material for weld procedure specification (WPS) [D02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 04.3: Fabricate parts from a drawing or sketch [D03] (B3) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 05.1: *Demonstrate safety procedures for oxyfuel cutting/brazing [C01] (D1-1, D2-1) | | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.2: Describe theory of oxyfuel cutting/brazing [C20] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 05.3: *Identify types of fuel gases and their applications [C02] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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# *Welding*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 05.4: *Handle, make preliminary safety inspection and store cylinders properly [C03] (D1-3) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 05.5: *Identify, select and set up oxyfuel welding and cutting equipment [C04] (D1-3, D2-3) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 05.6: *Light and adjust flame for welding and cutting [C05] (D1-4, D2-4) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 05.7: *Pierce holes and cut slots [C06] (D1-5, D1-6, D2-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 05.8: *Make straight 90 degree and beveled cuts on mild steel plate and pipe [C07] (D1-5, D1-6, D2-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 05.9: Make circle cuts - off hand and with guide [C08] (D1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 05.10: Lay out, cut and fit materials (such as pipe, plate and structural shapes) [C09] (D1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 05.11: Braze weld materials [C21] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 05.12: *Prepare coupon for testing and pass visual test [C17] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 05.13: Identify brazing and cutting problems, their causes and take corrective action [C18] (D1-2, D2-2) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 05.14: Identify and select correct brazing rod and flux, if applicable [C19] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |

**KEY:**
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Competency Profile Date: 1995

# Welding

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 06.1: *Demonstrate safety procedures for shielded metal arc welding [E01] (C1-1) | | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 06.2: Describe theory of shielded metal arc welding [E02] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 06.3: *Select polarity and current for electrode [E17] (C1-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 06.4: *Identify and make proper electrode selection for base material and material thickness or follow WPS (weld procedure specification) [E04] (C1-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace |
| 06.5: *Identify joint design and prepare material for WPS [E05] (C1-3) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace |
| 06.6: Identify shielded metal arc welding problems, their causes and take corrective action [E06] (C1-2, C1-3) | | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 06.7: *Build pad of beads in horizontal position (qualifies flat position) [E18] (C1-4) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 06.8: Build pad of beads in vertical position upward [E19] (C1-4) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 06.9: *Visually inspect shielded metal arc weld [E20] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.1: *Make weld in 2F position with E-6010 or E-6011 (qualifies 1F position) [F04] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.2: *Make weld in 2F position with E-7024 [F05] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.3: *Make weld in 2F position with E-7018 (qualifies 1F position) [F06] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.4: Make weld in 3F position, vertical up, with E-6010 or E-6011 [F21] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |

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2659

# Welding

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 07.5: Make weld in 3F position, vertical up, with E-7018 [F22] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.6: Make weld in 4F position with E-6010 or E-6011 [F09] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.7: Make weld in 4F position with E-7018 [F10] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.8: Make weld in 2G position with E-6010 or E-6011 (qualifies 1G position) [F14] (C1-6, C1-7) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.9: Make weld in 2G position with E-7018 (qualifies 1G position) [F16] (C1-6, C1-7) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.10: Make weld in 3G position, vertical up, with E-6010 or E-6011 [F23] (C1-6, C1-7) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.11: Make weld in 3G position, vertical up, with E-7018 [F24] (C1-6, C1-7) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.12: Make weld in 4G position with E-6010 or E-6011 [F19] (C1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 07.13: Make weld in 4G position with E-7018 [F20] (C1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 08.1: *Make weld in 1G position with E-6010 or E-6011 [G01] (C1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 08.2: *Make weld in 1G position with E-7018 [G03] (C1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 08.3: Make weld in 2G position with E-6010 or E-6011 [G04] (C1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 08.4: Make weld in 2G position with E-7018 [G06] (C1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 08.5: Make weld in 5G position, vertical up, with E-6010 or | | 1.10: Apply acquired information, ideas and skills to different contexts as students, worke |

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# Welding

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| E-6011 [G11] (C1-6) | | rs, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 08.6: Make weld in 5G position, vertical up, with E-7018 [G12] (C1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 08.7: Make weld in 5G position, vertical down, with E-6010 or E-6011 [G13] (C1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 08.8: Make weld in 6G position, vertical up, with E-6010 or E-6011 [G14] (C1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 08.9: Make weld in 6G position, vertical up, with E-7018 [G15] (C1-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.1: *Make weld in 1F position with E-6010 or E-6011 [H01] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.2: *Make weld in 1F position with E-6013 [H17] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.3: *Make weld in 2F position with E-6010 or E-6011 [H03] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.4: *Make weld in 2F position with E-6013 [H18] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.5: Make weld in 3F position with E-6010 or E-6011 [H05] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.6: Make weld in 3F position with E-6013 [H06] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.7: Make weld in 4F position with E-6010 or E-6011 [H07] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.8: Make weld in 4F position with E-6013 [H08] (C1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.9: *Make butt weld in horizontal position with E-6010 or E-6011 (qualifies flat position) [H11] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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2663

# Welding

**Cross-Reference to Show-Me Standards**
**(mini report with words)**

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 2.5: Perform or produce works in the fine and practical arts |
| 09.10: *Make butt weld in horizontal position with E-6013 (qualifies flat position) [H19] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.11: Make butt weld in vertical down position with E-6010 or E-6011 [H13] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.12: Make butt weld in vertical down position with E-6013 [H20] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.13: Make butt weld in overhead position with E-6010 or E-6011 [H15] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 09.14: Make butt weld in overhead position with E-6013 [H21] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.1: *Demonstrate safety procedures for gas metal arc welding [I01] (C2-1) | | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 10.2: *Describe theory of gas metal arc welding [I34] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 10.3: *Identify, select and safely handle shielding gases for various metals [I02] (C2-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts |
| 10.4: *Adjust current, voltage, pulse, wire feed rate and gas flow [I03] (C2-4, C2-7) | SC.1: properties and principles of matter and energy | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 10.5: *Identify, select and set up equipment [I04] (C2-2, C2-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 10.6: *Identify and select solid wire electrode for carbon steel, aluminum and stainless steel [I35] (C2-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace |
| 10.7: *Make weld in 2F position with carbon steel and solid wire (qualifies 1F position) [I36] (C2-5, C2-7) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.8: Make weld in 2F position with aluminum (qualifies 1F position) [I18] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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2665

Competency Profile Date: 1995

# Welding

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 2.5: Perform or produce works in the fine and practical arts |
| 10.9: Make weld in 2F position with stainless steel (qualifies 1F position) [I19] (C3-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.10: Make weld in 3F position, vertical up, with material 3/16" or thicker [I37] (C2-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.11: Make weld in 3F position, vertical down, with carbon steel thinner than 3/16" and solid wire [I38] (C2-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.12: Make weld in 4F position with solid wire [I39] (C2-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.13: Make butt weld in 1G position with aluminum [I40] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.14: Make butt weld in 1G position with stainless steel [I41] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.15: *Make weld in 2G position with solid wire (qualifies 1G position) [I42] (C2-6, C2-15) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.16: Make weld in 3G position, vertical up, with carbon steel 3/16" or thicker [I27] (C2-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.17: Make weld in 3G position, vertical down, with carbon steel less than 3/16" thick [I28] (C2-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.18: Make weld in 5G position, vertical up, with carbon steel (pipe) [I30] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.19: Make weld in 6G position, vertical up, with carbon steel (pipe) [I46] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 10.20: *Identify gas metal arc welding problems, their causes and take corrective action [I32] (C2-2) | | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |

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# *Welding*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 10.21: *Prepare gas metal arc weld for test [I33] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 11.1: *Demonstrate safety procedures for flux cored arc welding [O01] (C3-1) | | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 11.2: Describe theory of flux cored arc welding [O02] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 11.3: *Identify, select and safely handle shielding gases for various metals [O03] (C3-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts |
| 11.4: *Adjust current, voltage, pulse, wire feed rate and gas flow [O04] (C3-3, C3-4) | SC.1: properties and principles of matter and energy | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 11.5: *Identify, select and set up equipment [O05] (C3-2, C3-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 11.6: *Identify and select cored wire electrodes for carbon steel and stainless steel [O06] (C3-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace |
| 11.7: *Make weld in 2F position with carbon steel and cored wire (qualifies 1F position) [O07] (C3-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 11.8: Make weld in 3F position, vertical up, with carbon steel and cored wire [O08] (C3-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 11.9: *Make weld in 2G position with carbon steel and cored wire (qualifies 1G position) [O09] (C3-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 11.10: Make weld in 3G position, vertical up, with carbon steel and cored wire [O10] (C3-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 11.11: Identify welding problems, their causes and take corrective action [O11] | | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 11.12: Prepare flux cored arc weld for test [O12] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

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Competency Profile Date: 1995

# Welding

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 12.1: *Demonstrate safety procedures for gas tungsten arc welding [J01] (C4-1) | | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 12.2: Describe theory of gas tungsten arc welding [J35] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 12.3: *Identify, select and set up equipment and explain function [J02] (C4-2, C4-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 12.4: *Identify, select and safely handle shielding gases [J03] (C4-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.5: Perform or produce works in the fine and practical arts |
| 12.5: *Identify, select, shape and install tungsten electrode [J04] (C4-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace |
| 12.6: *Adjust polarity, pulse, current, gas flow setting and post flow timer and strike arc [J05] (C4-3, 4-4) | SC.1: properties and principles of matter and energy | 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation<br>1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 12.7: Identify joint design and prepare material for weld procedure specification (WPS) [J06] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace |
| 12.8: Select filler rod for base material [J07] (C4-3) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.6: Apply communication techniques to the job search and to the workplace |
| 12.9: Make weld in 2F position, stainless steel (qualifies 1F position) [J15] (C4-9) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.10: Make weld in 2F position, aluminum (qualifies 1F position) [J16] (C4-7) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.11: Make weld in 2F position, carbon steel (qualifies 1F position) [J17] (C4-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.12: Make weld in 3F position, stainless steel [J18] (C4-9) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.13: Make weld in 3F position, aluminum [J19] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |

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| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 12.14: Make weld in 3F position, carbon steel [J20] (C4-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.15: Make weld in 2G position, stainless steel (qualifies 1G position) [J27] (C4-10) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.16: Make weld in 2G position, aluminum (qualifies 1G position) [J28] (C4-8) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.17: Make weld in 2G position, carbon steel (qualifies 1G position) [J29] (C4-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.18: Make weld in 3G position, vertical up, on stainless steel [J30] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.19: Make weld in 3G position, vertical up, on aluminum [J31] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.20: Make weld in 3G position, vertical up, on carbon steel [J32] (C4-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.21: Make weld in 4G position with carbon steel [J36] (C4-6) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 12.22: Identify gas tungsten arc welding problems, their causes and take corrective action [J33] (C4-2) | | 3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems |
| 12.23: Prepare gas tungsten arc weld for test [J34] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 13.1: *Demonstrate safety procedures for plasma cutting [K01] (E2-1) | | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 13.2: *Describe theory of plasma cutting [K10] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 13.3: *Set up and operate plasma cutting equipment [K02] (E2-3, E2-4) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 13.4: *Lay out and make straight line cuts [K03] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, worke |

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | rs, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 13.5: 'Lay out and make bevel cuts [K04] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 13.6: Lay out and make circular cuts [K05] (E2-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 13.7: Lay out and make pattern cuts [K06] (E2-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 13.8: Lay out, cut and bevel pipe to a 30-37 1/2 degree angle [K07] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 13.9: 'Lay out and cut square and round solid stock [K08] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 14.1: 'Demonstrate safety procedures for metallurgy and heat treating [L01] | | 2.5: Perform or produce works in the fine and practical arts<br>4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 14.2: Identify the classification and physical properties of ferrous and nonferrous metals [L02] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 14.3: Identify and apply principles of preheating and postheating [L03] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 14.4: Describe and apply principles of metallurgy in annealing, hardening and tempering [L04] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 14.5: Describe methods of testing metals [L05] | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 14.6: Identify types of ferrous metal by spark test [L06] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts<br>4.1: Explain reasoning and identify information used to support decisions |
| 14.7: Describe the relationship between the hardness test of weld, heat-affected zone and base metal, and interpret the results [L07] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises |
| 15.1: 'Demonstrate safety procedures for carbon arc gouging [M01] (E1-1) | | 2.5: Perform or produce works in the fine and practical arts |

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# Welding

*Cross-Reference to Show-Me Standards*
*(mini report with words)*

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others |
| 15.2: Describe theory of carbon arc gouging [M04] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 15.3: *Identify and select electrode size, polarity, current and air pressure [M05] | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 15.4: Set up and operate carbon arc gouging equipment [M02] (E1-2, E1-3, E1-4) | SC.1: properties and principles of matter and energy | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| 15.5: *Remove weld material/backgouge [M03] (E1-4, E1-5) | | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 16.1: *Prepare sample for visual test per appropriate standard [P01] (C1-7, F1-1, F1-2) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 16.2: *Inspect for undercut, overlap, porosity, slag, spatter and weld size [P02] (C1-7, F1-2) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 16.3: *Identify defects and take corrective action based on visual test [P03] (C1-7, F1-2) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 17.1: Prepare coupon for bend test per appropriate standard [Q01] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 17.2: Perform destructive test on weld [Q02] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |

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# *Welding*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| 17.3: Identify defects and take corrective action based on destructive test [Q03] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 18.1: Prepare sample for non-destructive test per appropriate standard [R01] (C1-7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 18.2: Perform non-destructive test per appropriate standard [R02] (C1-7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>2.5: Perform or produce works in the fine and practical arts |
| 18.3: Inspect for undercut, overlap, porosity, slag, spatter, and surface cracks [R03] (C1-7) | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 18.4: Identify defects and take corrective action based on non-destructive test [R04] | CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers<br>3.1: Identify problems and define their scope and elements<br>3.2: Develop and apply strategies based on ways others have prevented or solved problems<br>3.3: Develop and apply strategies based on one's own experience in preventing or solving problems<br>3.4: Evaluate the processes used in recognizing and solving problems<br>3.5: Reason inductively from a set of specific facts and deductively from general premises<br>4.1: Explain reasoning and identify information used to support decisions |
| 19.1: Demonstrate an understanding of VICA, its structure and activities [N01] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) | 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States<br>4.3: Analyze the duties and responsibilities of individuals in societies |
| 19.2: Demonstrate an understanding of one's personal values [N02] | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |

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# *Welding*

***Cross-Reference to Show-Me Standards***
***(mini report with words)***

| Duty Band and Task Statement | Knowledge (Content) | Performance (Goals) |
|---|---|---|
| | | 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |
| 19.3: Perform tasks related to effective personal management skills [N03] | CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) | 4.3: Analyze the duties and responsibilities of individuals in societies<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 19.4: Demonstrate interpersonal skills [N04] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>2.2: Review and revise communications to improve accuracy and clarity<br>2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>2.7: Use technological tools to exchange information and ideas |
| 19.5: Demonstrate etiquette and courtesy [N05] | | 2.3: Exchange information, questions and ideas while recognizing the perspectives of others<br>4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 19.6: Demonstrate effectiveness in oral and written communication [N06] | CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) | 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences |
| 19.7: Develop and maintain a code of professional ethics [N07] | | 4.4: Recognize and practice honesty and integrity in academic work and in the workplace |
| 19.8: Maintain a good professional appearance [N08] | | 4.3: Analyze the duties and responsibilities of individuals in societies |
| 19.9: Perform basic tasks related to securing and terminating employment [N09] | | 2.6: Apply communication techniques to the job search and to the workplace<br>4.8: Explore, prepare for and seek educational and job opportunities |
| 19.10: Perform basic parliamentary procedures in a group meeting [N10] | CA.6: participating in formal and informal presentations and discussions of issues and ideas | 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks |

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